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A Case Study of Teacher Culture and Its Effects on the Early Implementation Stage of a Planned Change at the Secondary Level

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LOYOLA UNIVERSITY OF CHICAGO

A CASE STUDY OF TEACHER CULTURE AND ITS EFFECTS ON THE
EARLY IMPLEMENTATION STAGE OF A PLANNED CHANGE AT THE
SECONDARY LEVEL

A DISSERTATION SUBMITTED TO THE FACULTY OF
THE GRADUATE SCHOOL IN CANDIDACY FOR THE DEGREE OF DOCTOR
OF PHILOSOPHY

DEPARTMENT OF CURRICULUM, INSTRUCTION,
AND EDUCATIONAL PSYCHOLOGY

BY
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CHICAGO, ILLINOIS

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CHAPTER I

INTRODUCTION

It has been ten years since the release of the long awaited report, A Nation at Risk by the National Commission on Excellence in Education, but we are still feeling its effects today. Among other things, this report created a national agenda for education, calling for reform in American schools to counteract the effects of "the rising tide of mediocrity" in our students, as well as our schools. It is difficult to pick up a newspaper today or to turn on the news without hearing the public cry for reform in our schools. Recent attempts at reform range from cooperative partnerships between schools and businesses, such as Arthur Andersen & Co.'s consulting work with Community Unit District 303 in St. Charles, Illinois (Arthur Andersen & Co., 1990); to the recent proposal by former Chicago alderman Edward Vrydolyak calling for private management of Chicago public schools; or attempts at reforming state and local tax structures like Michigan is currently undertaking. It seems school reform is an endless stream of new ideas quickly proposed, and often just as quickly dropped, by educators, legislators, and the public. Moreover, the goals of reform are seldom clear. A recent Kappan (December, 1990) which proclaimed "The National Goals: Putting Education Back on the Road" was devoted exclusively to this idea of school reform. This explosion of recent efforts at reforming the nation's schools has caused the expansion of research into a great variety of areas in education.

One important area of study has focused on understanding the success and failure of change in the schools, especially related to the change process. The public increasingly demands accountability on the part of the schools, wanting evidence that reforms are actually being implemented and, more importantly, that they improve education and the performance of students. Most experts in the field of change stress the importance of the concept of teacher "culture" in the success or failure of given reforms. In a simple sense, culture can be defined as a group's or an organization's system of beliefs, values, and assumptions that drive behavior. In addition, most experts hold that understanding culture is integral to gaining an understanding of the change process (Fullan, 1991; Rossman, Corbett, & Firestone, 1988; Sarason, 1982; Sirotnik, 1989; Wolcott, 1977).

McLaughlin and Talbert (1990) stated that despite the fact that teachers have been directly involved in implementing changes and changing the way they do business, very few studies from teacher's perspective have been completed. In light of these factors associated with educational reform and teacher culture, the following study was undertaken.

Purpose of the Study

This study analyzed teacher culture at the secondary level and examined its effect on the initial implementation stages of a planned change (Henstrand, 1991). Utilizing a case study approach (Yin, 1984) from the point of view of a full participant (Alder & Alder, 1987), this study attempted to provide further insight into this area of culture and its relationship to the implementation of change, which may

be used to aid future change efforts in schools and other organizations. This knowledge should prove useful to those in charge of implementing change efforts, as well as to those who experience change directly.

This study did not start with a thesis but instead explored the complexities at work in teacher culture at a suburban high school as a specific reform was attempted (Fullan, 1991; McLaughlin & Talbert, 1990). The complexities of this social phenomenon from the perspective of a practicing teacher of that social system were recorded. This case presents a multicontextual reality as seen by one practicing teacher/researcher rather than being filtered through the lens of an outside researcher (McLaughlin & Talbert, 1990).

The fact that this was a study at the high school level is of significance. Miles (1986) stated "We lack good case studies of improving high schools" (p. 1). Most school improvement studies have been conducted at the elementary school level (Fullan, 1991), but these studies may not apply to efforts of planned change at the high school level. Paul Berman and Milbrey McLaughlin (1980) found that change was typically harder to obtain and continue at the secondary level (p. 68). One reason they cited was the "subject-orientation" of high school teachers vs. the "child-centered" orientation of elementary teachers. This difference makes teachers at the secondary level less likely to give up their loyalty to subject matter in favor of new ideas and methods. McLaughlin and Talbert (1980) argued that studies of elementary schools do not adequately portray what happens in the complex social system of the high school. The division into subject matter departments constitutes an

organizational structure that affects such significant factors as the way teachers work together, concepts of student achievement, and tracking and grading practices. This study examined a number of these complexities that make up teacher culture and the effect on a specific attempt at change.

Research Questions

This case study of the effects of teacher culture on the initial stages of a planned change at the secondary level addressed the following questions:

1. What is the current culture of secondary teachers?
2. What effect does this culture have on the early implementation stages of a planned change?
3. How does a current procedure of implementing a specific reform compare to the criteria identified as critical to successful change?

Organization of Chapters

Chapter I starts with a brief overview of educational reform in this century. A discussion of the manner in which research on educational change has been analyzed, as well as an identification of the need for a "cultural approach" in this research, follows. Finally, a brief overview of this case study is presented.

Chapter II develops the theoretical framework for this study. A synthesis of phenomenological, cognitive, structural, interpretive, and systems theory follows. In addition, the descriptive model of culture that was utilized in analyzing the data of this study, along with the theory behind the planned change.

Chapter III presents a detailed description of the methods used to collect and analyze this study's data.

Chapter IV reports and analyzes the data collected during this study's time frame.

Chapter V presents this study's findings and develops a framework to look at the change effort in a systematic fashion.

Reform in American Education

This study targeted the specific reform movement of Outcomes-Based Education (OBE) (Spady, 1990). However, examining reform in American education over the last century revealed few reform efforts are successful, lasting, or well-planned and implemented. Further, this analysis of reform in American education (Henstrand, 1991) over the last 100 years puts this study in historical perspective.

David Tyack (1974), in his history of urban education in America, argued that as America transformed itself from an agrarian to an urban-industrial nation, educational and community leaders constantly searched for the "one best system" to serve the needs of society. Late in the industrial revolution, educators launched a major reform of rural education to correct a system that was according to Ellwood P. Cubberley, "in a state of arrested development, burdened by educational traditions, lacking in effective supervision, and controlled largely by rural people who did not realize either their own needs or the possibilities of rural education" (Tyack, 1974, p. 21). The National Education Association formed a "Committee of Twelve on Rural Schools" that designed a plan that sought to make rural schools a "standardized,

modernized community in which leadership came from the professionals" (p. 23).

The result of this movement was strict control of teachers and curriculum with some regulations that went as far as determining the size of the pictures that hung on the walls. Teachers reacted to this treatment in an angry manner. One teacher stated that they were being made into "serfs to be moved around at the will of a state superintendent of public instruction through his lieutenants, the country superintendents" (p. 24).

A recurrent theme in the reforms of the early twentieth century was governance and control of the schools which resulted in increasingly centralized control of public schools. Reform in the 1920's focused on professional educators trying to solve the problem presented by the influx of thousands of uneducated immigrants who had flooded the country prior to World War I. The reformers created comprehensive high schools that could educate college-bound children of middle class families, but whose first priority was to train immigrants to be cooperative and proficient factory workers. The tracking system, which placed some in the "academic" track and others in the "vocational" track was created to give everyone an equal chance for the education that would best help them meet their potential. Ability was determined by socio-economic class and scientific intelligence tests such as the Stanford-Binet Intelligence Test.

Another major reform movement beginning in the 1920's and 1930's was led by John Dewey whose philosophy often contradicted that of other reformers. Dewey and other "progressives" described a democratic education that demanded "substantial

autonomy on the part of teachers and children" (Tyack, 1974, p. 197). Dewey held that it was wrong simply to pass on the ideas and educational concepts of the past; instead, Dewey (1938) worked to create an educational system that focused on "experiences" in which the young become acquainted with the past in such a manner that the acquaintance is a potent agent in appreciation of the living present" (p. 23). Dewey preached that education should be anchored in experience. This involved trusting teachers to recognize and create worthwhile experiences for children rather than handing them a prescribed curriculum. However, efforts to institute progressive education were put down by top administrators who did not trust the judgement of the teachers and did not wish to relinquish their autocratic control (Tyack, 1974).

Since World War II, major reforms have been worked into all aspects of public education. These include the development of junior colleges to educate returning G.I.'s in the late 1940s and early 1950s the desegregation of schools after 1953; the passing of Public Law 94-142 in 1975 to insure the appropriate education of handicapped children; and the efforts to improve math and science education after the launching of Sputnik in 1957. Each of these actions increased government involvement in the educational process. Diane Ravitch (1983), in her account of the relationship between education and government, stated that by the mid-1960s "almost every level of government as well as numerous private organizations had joined the fray" (p. 312), and by 1980 "there was no turning back to the days when local boards were nearly autonomous...." (p. 320). The publication of A Nation at Risk in 1983

began the most recent chapter in America's never-ending effort to find the one best system to serve America's youth.

One of the newest noteworthy educational reforms is that of Outcomes-Based Education (OBE). Briefly, OBE is defined as both a curricular approach and a way of thinking that focuses on what students can do when they leave the educational system. OBE differs from the "traditional" educational system that is often defined in terms of what content students have been exposed to or what courses they have completed (Spady, 1989).

The underlying premises of OBE rest on the following five assumptions:

1. All students can learn: OBE as a system, like mastery learning (Bloom, 1968; Carroll, 1963), does not recognize failure. Grading scales consist of A, B, and incomplete. This differs greatly from the traditional system that stresses "normative" grades and discriminating levels of ability.

2. Students learn at different rates: OBE rests on performance and not time-based standards like traditional systems of education. Students are not locked into grades, classes, or requirements due to time or sequence constraints. They can also jump whole grades or classes according to performance.

3. Student learning opportunities are expanded: OBE is student self-directed. Students are independent and make use of outside resources and modes other than the those in the traditional classroom.

4. Students control learning: OBE curriculum is student-directed, with the instructor assuming a less controlling role than he or she may in a more traditional system. OBE stresses student responsibility for learning.

5. Outcomes are developed by teachers, community members, and students: OBE is developed in a nontraditional manner. All of the people who have a stake in learning work together in developing the OBE curriculum.

It is this current reform movement of Outcomes-Based Education (OBE) that this study targeted in analyzing teacher culture and its effects on the implementation and adoption of planned change in a secondary school. This reform movement will be analyzed in greater detail in Chapter II.

Framework for Research on Educational Change

An analysis of past research in the area of educational change will put this study in perspective as well as make evident the significance of, and the justification behind this study's cultural approach in examining teacher culture and its effect on change at the secondary school level.

Henstrand (1991) has divided research over the past twenty years in the area of educational change into three different perspectives: (1) technological, (2) political and (3) cultural. House (1981) holds that these three perspectives act as "interpretive frameworks for understanding the innovation process" (p. 19). House further points out that over the last twenty years, the most influential approach to studying change has been the technological approach. This approach views teaching as technology with its worth being unquestionable. Researchers who adhere to the technological

approach generally use surveys, achievement test scores, social demographics, along with other methods that yield statistical data. The focus is placed on quantifiable data brought about by a given innovation's implementation.

The Concerns-Based Adoption Model (CBAM) is an example of the technological perspective in looking at school reform. This system focuses on understanding the client, or object, of the reform effort, and tailoring intervention strategies accordingly. Proponents of this approach consider teachers and other individuals to be "units" to be analyzed. This model assumes that individuals go through a series of sequential steps or "concerns" when going through the change process.

Hord and Hall (1984) use the CBAM model to offer would-be change facilitators a formula for bringing about changes in schools or other organizations. Their recommendations are based on the belief that the change process will progress more efficiently if the change facilitator can recognize the "stage of concern" (p. 13) of each individual and design appropriate strategies to move individuals through the stages to a successful result. Hall and Hord do acknowledge the need to understand the clients, but their methodology still represents a technological approach to planned change. Their formula, they argue, can be successful in implementing change in any organization, so in a sense, it is universal.

Another example of a technological approach to educational reform is Madelyn Hunter's "Instructional Theory Into Practice (ITIP)" (1982) which views teaching as a technology. Hunter holds that teachers can be trained with strategies that produce

uniform results. She further assumes that teachers will accept these techniques.

Therefore, a visitor to a school using ITIP would find a high degree of uniformity in the school.

A second way to view educational change is from the political perspective. House (1981) traced the rise of the political perspective to the early 1970's when "it seemed clear that many of the innovations were not being implemented and it seemed reasonable to assume the problems stemmed from politics" (p. 22). Political studies, House explained, generally rely on techniques such as semi-structured interviews to gain information on the tensions and conflicts between various groups involved in the change. Wirt and Kirst (1982) analyzed the power relationships between groups vying for control of the schools. The groups included parents, students, teachers, tax payers, minorities, and federal and state governments. They sought to shed light on "how much agitation a public institution can take and still continue to function effectively" (Wirt & Kirst, 1982, p. 22). In short, the focus of research done from a political perspective is on understanding the innovation in the context of the social setting and how the competing groups contend with one another (House, 1981, p. 23).

The field of Organizational Development (OD) is another example of researchers who use the political perspective to analyze change. Schmuck and Runkel (1985) state that the main goal of OD for a school is a "sustained capacity for solving its own problems" (p. 10). OD usually involves the use of a consultant who works with the various members of an organization to "clarify communications, establish clear goals, uncover and resolve conflicts and group problems, make clear decisions

that capture commitment, and self-consciously assess the directions the work is taking" (p. 11). To achieve success according to the OD approach, all groups (teachers, parents, students, administrators, and community members) work together to reach their improvement goals. OD stresses what House (1981) defines as the political perspective: the context of an innovation, the power relationships of the involved groups, and the negotiation of conflict.

The third, and most recent, approach used to study educational change is from a cultural perspective. In the Meaning of Educational Change, Michael Fullan (1982) argues that "The problem of meaning is central to making sense of Educational Change...Neglect of...how people actually experience change as distinct from how it might have been intended is at the heart of success of most social reforms" (p. 4).

Seymour Sarason (1982) has the definitive text on culture in the field of education: The Culture of School and the Problem of Change. In this book, he holds that "the lack of systematic, comprehensive, and objective description of the natural history of school cultures as they relate to change in schools" is a "major barrier to our understanding of the school culture" (p. 34). He further states that we have "loads of anecdotes, and even more opinions, about the change process, but nothing resembling adequate description. Further, what we have is frequently misleading" (p. 34). Sarason believes:

Until we have more comprehensive and dispassionate descriptions of the processes of change in the school culture--which, of course, would be revealing of the formal and informal structure of the school--any effort to introduce change maximizes the role of ignorance with its all too familiar consequences. (p. 34)

Interestingly, he advocates the ethnographic approach as being "more illuminating of the school culture and the problem of change than any other approach" (p. 175).

Harry Wolcott (1977) also advocates this approach above all others in Teachers vs. Technocrats. He states it best addresses the phenomenon of culture and culminates in a rich "picture" containing factors not ordinarily studied in relation to each other" (p. 176).

Grethen Rossman, Dickson Corbett, and William Firestone (1988) agree that more in-depth studies like Wolcott's are needed because most studies describe a school's normative structure and not its transformation" (p. 337). They view his study's most valuable aspect as the depiction of the ongoing clash of competing norms and values in the school setting" (p. 337) during any given change process.

Sirotnik (1989) also argues in favor of an ethnographic approach to studying change and school cultures. One noteworthy point he made was the shift from the belief that researchers must be a strangers to the cultures they study in order to see the nuances natives take for granted to the role of participant-observer. He suggests that schools become "centers of inquiry activity" where educators reflect on issues of importance. He defends his suggested approach by stating that all methods of gaining knowledge are "situated in a human context of beliefs, values, and interests" (p. 98). He believes that it is vital for educators to develop their own understanding to foster significant and sustained educational change.

One additional noteworthy study by Dombart (1985) suggests that studies done by outsiders may not portray the real feelings of teachers "who have gone underground with their ideals, exposing them only to a few close colleagues and to their closest colleagues, their students, but never the outsider" (p. 67).

The previous research in the area of educational change from a cultural perspective should provide sufficient rationale for this study's approach. The researcher assumed the role of a full participant (Alder & Alder, 1987) and examined teacher culture from the "inside" using an ethnographic, case study approach (Yin, 1984). This is the recommended approach suggested by many current researchers in educational change (Dombart, 1985; Fullan, 1991; Rossman, Corbett, & Firestone, 1988; Sarason, 1990; Sirotnik, 1989; Wolcott, 1977).

Summary

The purpose of this case study on teacher culture at the secondary level from the perspective of a full participant (Alder & Alder, 1987; Henstrand, 1991) was to examine effects of this culture on the initial implementation stages of a planned change. This study provides insight into the social phenomenon of teacher culture, as well as change itself, which may be used to increase the likelihood of success in future change efforts. This study's findings should advance knowledge useful to both those who experience change, and those who want to know more about it. In addition to the approaches of past studies, the justification, the significance of a study of this kind, the approach, and the research questions of the study were included in this chapter.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter begins by examining the theoretical frameworks this study utilized in analyzing the social phenomenon of teacher culture, its effect on a specific change, and the procedure of implementation. These include the following theories: (1) phenomenology, (2) interpretative anthropology, (3) cognitive anthropology, (4) structural analysis, and (5) systems theory. A synthesis of these five theories used to ground this study is then presented. Use of these five theories also provides this study with a method of multi theory triangulation (Denzin, 1978) useful in verifying its collected data. This, along with other validity procedures, are detailed in Chapter III. Next, this chapter presents a review of past research in educational change, along with an analysis of the descriptive model of organizational culture (Egan, 1990) used to code the collected data of this study. Finally, an analysis of the implemented change of Outcomes-Based Education (Spady, 1989) is presented.

Phenomenology

In a general sense, the theoretical approach of this study is grounded in "phenomenology." Researchers in the phenomenological mode attempt to understand the meaning of events and interactions to ordinary people in particular situations, requiring a set of assumptions that are different from those used when human

behavior is observed with the purpose of finding "facts" or "causes" (Bogdin & Bilkin, 1992).

Phenomenological sociology has been particularly influenced by the philosophers Edmund Husserl and Alfred Schultz. It also has roots in the Weberian tradition, which emphasizes "verstehen," the interpretive understanding of human interaction. Phenomenologists do not assume they know what "things" mean to the people they are studying (Douglas, 1976). "Phenomenological inquiry begins with silence" (Psathas, 1973). This "silence" is an attempt to grasp what is being studied. What phenomenologists emphasize, then, are the subjective aspects of people's behavior. They attempt to gain entry into the conceptual world of their subjects (Geertz, 1973) in order to understand how and what meaning they construct around events in their daily lives. Phenomenologists further believe that multiple ways of interpreting experiences are available to each of us through interacting with others, and it is the meaning of our experiences that constitute reality (Greene, 1978). In short, reality is "socially constructed" (Berger & Luckman, 1967).

In addition to a phenomenological approach used to construct an analysis of teacher culture, this study utilized the following theories that are relevant in looking at teacher culture and its effect on a planned change (Henstrand 1991).

Interpretive Anthropology

This study also borrowed heavily from the most current and influential way of doing ethnographic research, that of interpretive anthropology. This approach is both a theory of culture, and a way of studying culture. Firmly rooted in phenomenology,

it is akin to the theory of Parson and Weber, hermeneutics, semeiotics, and structural linguistics. Geertz (1987) states that "interpretation explanation...trains its attention on what institutions, actions, images, utterances, events, customs, all the usual objects of socio-scientific interests, mean to those whose institutions, actions customs...they are" (p. 520). The only reality that interpretive anthropologists claim is that of their own interpretation of that which they are describing. Discussion of the texts themselves, of the way they are written, is central to the movement.

Geertz shifted "anthropological analysis away from behavior and social structure toward the study of symbols, meanings, and mentality" (Marcus & Fischer, 1986, p. 17). Borrowing from Weber's idea "that man is an animal suspended in webs of significance he himself has spun," Geertz claimed those webs are culture. And he further stated that "analysis of culture is an interpretive science in search of meaning rather than laws or universals" (p. 520). He argued against the notion that culture exists in the mind, or that it can be viewed as an entity. He further argued that cultural analysis is "guessing at meanings, assessing the guesses, and drawing explanatory conclusions from the better guesses" (p. 20), and that doing ethnography is an "elaborate adventure in ...'thick description'" (p. 6) in which the researcher seeks to advance more incisive descriptions rather than create seminal interpretations.

There are, however, some weaknesses to this theory. Spiro (1984) states that an obvious danger in this approach is relativism. For example, interpretative anthropologists often claim that it is impossible to judge a society; one cannot be compared to another. Moreover, it is difficult, if not impossible, to create an

adequate description of a given society. On the other hand, a strength of the interpretative approach is that it provides an effective framework for analyzing culture and its effect on change. It differentiates between patterns of social actions and systems of meaning. As Geertz states, The interpretive anthropologist can differentiate between meaningful change, and that which results from changes in the social system.

Cognitive Anthropology

This study also utilized the theory of cognitive anthropology, which "focuses on how different people organize and use their cultures" (Tyler, 1969, p. 3). Like the structuralists theory examined later in this chapter, cognitive anthropologists perceive that culture exists in the minds of people instead of the social phenomena of the system. These researchers ask the questions, "What material phenomena are significant for the people?" and "How do they organize these phenomena?" (p. 3).

Cognitive anthropologists attempt to account not only for the differences between cultures but also for the differences within cultures (Tyler 1969). Wallace (1961) holds that "human societies may characteristically require the nonsharing of maps" (p. 35), and this uniformity serves two purposes in a complex system: (1) it permits a more complex system to arise; and (2) it liberates the participants in a system from the heavy burden of learning and knowing each others motivations and cognition (p. 35).

Ward Goodenough (1981) argued that the study of language is integral in the study of culture because each person learns culture mainly through language. Just as

each person has an "ideolect," each person has a private version of the shared culture. He labeled this individual outlook as "propriospect." This is the sum of the contents of all of the propriospects of all of the society's members in the culture pool. The culture of a society includes those values and traditions that are both known to all members, and one or two subgroups in the society. Just as the culture pool contains the total of many individual propriospects, each propriospect can contain bits and pieces of different cultures. This concept not only allows for differences between individuals, but also accounts for a person's being multicultural and choosing an appropriate operating culture at any given time.

Goodenough's (1981) concept of culture also includes a model for cultural change and explanations for slow change, fast change, innovation, and response to change. One type of slow change, "cultural drift," is change that occurs over time when proponents of a tradition in the cultural pool die, causing the tradition to disappear. Change can also result from a re-evaluation of the ideas, beliefs, recipes, skills, and traditions that are accepted in the culture. Change in a culture can happen smoothly if it is on a small scale, but a large scale change can cause a crisis in the system. A crisis can occur if a peoples' declared beliefs are in conflict with their private beliefs. A change in social rules can create a crisis if some members are deprived of their rights or privileges. Changing patterns of behavior when people don't have an understanding of the principles involved can also cause turmoil. Goodenough (1981) claimed that public commitment to a given custom can be so great that customs "acquire value as ends in themselves," and people demand

cooperation from one another in their performance, and prohibit behavior that jeopardizes the arrangements on which performance of these customary routines depends, investing them with moral rightness and even sanctity" (p. 90).

Goodenough's (1981) concept of proporspect offers a valuable tool for educational research. This study used this concept to analyze a specific planned change in an educational system. The concept of "proporspect" enabled this study's researcher to examine teacher culture both in relation to the school's social system, and in relation to the social phenomenon of change.

One recent study that utilized the cognitive anthropology perspective to examine change in three different schools was Change and Effectiveness in Schools by Rossman, Corbett, and Firestone (1988). The researchers found that those who seek reform in schools must pay close attention to the belief systems of the individuals in them. Their study showed that changes that challenged beliefs held sacred by individuals were nearly impossible to institutionalize.

Structural Analysis

This study also borrowed from the theory of Levi-Strauss (1963), who holds that the object of social-structure studies is to understand social relations with the aid of models. According to Levi-Strauss, a model must (1) exhibit the characteristics of a system, (2) be able to be reproduced, and (3) be predictable in terms of how it will react if one or more of its elements are submitted to certain modifications (p. 289).

The rationale for Levi-Strauss' use of models is as follows: There is a "dialectical relationship between human beings and their natural environment"

(Applebaum, 1987, p. 401). Levi-Strauss (1963) also argues that the "unconscious activity of the mind consists of imposing form on content" (p. 21). A person's reality is thus dependent on the perception of the mind. Since all minds are the same, "ancient and modern, primitive and civilized," is possible to grasp universal meanings by analyzing organizations and customs. Cases may be different, but there are universal types which can be found. By understanding these types, the researcher can come to know the relationship of humans to their world.

Levi-Strauss also stressed the importance of language in given cultures when doing structural analysis. He explained that the relationship of language and culture is extremely complex--language can be a result of culture, a part of culture, or a condition of culture. He did not establish a causal relationship, but saw them as products of the mind. The researcher must study language to understand culture.

Structural analysis, although used by Levi-Strauss to study primitive cultures, has been used in educational research. Wolcott (1977), in Teachers vs. Technocrats, analyzed the social structure of schools and found the same characteristics as those found in primitive societies. Wolcott depended heavily on language as a tool to analyze each group's system.

The theory of Levi-Strauss allowed this study's researcher to analyze how teachers create their own reality. Moreover, his use of models matches the approach this study uses with the descriptive model of organizational culture (Egan, 1992) it employs.

Systems Theory

The "Systems Theory" put forth by Senge (1990) in The Fifth Discipline is one of the most significant developments in managerial science today. This theory was useful to this study in analyzing the social phenomenon of change as it relates to the organization. Briefly, Systems Theory rests on the following premises that Senge (1990) defines as used by a "systems thinker":

1. Interrelationships: Systems thinkers view the world as a "process," not as a collection of "things" or isolated "snapshots" (p. 27). They hold that many people mistakenly view the world as a series of static images, leading to linear explanations of systematic phenomenon. These individuals react to "things" as isolated events, failing to see them as part of a process or a whole.

2. Responsibility: The systems thinker views organizational problems as caused by a poorly designed system, not due to outside circumstances or others. To the systems thinker, there is no outside, you and the cause of your problems are part of a single system.

3. Detail complexity vs. dynamic complexity: Systems thinkers view some types of complexity as more important strategically than others. Detail complexity arises when there are many variables. Dynamic complexity arises when cause and effect are distant in time and space, and when the consequences of interventions are subtle and not obvious to many participants in the system. Understanding dynamic complexity is important; understanding detail complexity is not.

4. **Problem-Solving Focus:** Systems thinkers believe that small, well-focused actions can produce significant, enduring improvements, if they are in the right place. Often, the most obvious solutions to problems do not work. They improve matters in the short run, only to make matters worse in the long run. Problem-solving is frequently a matter of identifying where a change would lead to a significant, lasting improvement.

5. **Enduring Solutions vs. Quick Fix:** Systems thinkers focus on enduring solutions to problems and not popular quick fixes. Linear thinking predominates in organizations, mistakenly focusing on symptomatic solutions, rather than the underlying causes.

This Study's Theoretical Synthesis

The following analysis details how each of the five theories previously presented was synthesized for use in this study on teacher culture and its effect on a planned change. Although the previous theories may seem incompatible at first glance, this study utilized an eclectic approach, making use of each one. This synthesis approach has been employed by past research in the teacher culture (Henstrand, 1991).

The cognitive anthropological approach of Goodenough (1981) served as the basis of this study's analysis of teacher culture. This approach allowed the researcher to analyze the role of teacher culture and its effect on accepting or rejecting a given change. This study's researcher also used Geertz's (1973) idea of "thick description"

by recording both teachers' verbal responses to questions, and observing their actions related to the cultural system they embraced.

The use of structural theory provided a necessary link in the understanding of the development of cognitive anthropology. Levi-Strauss's emphasis on the linguistic analysis served as a bridge for the researcher to understand and accept Goodenough's concept of the two elements that form culture: (1) propriospect and (2) the interdependence of the individual and the social system. The theory of Levi-Strauss and his concept of the use of universal models grounds the study's use of Egan's (1992) descriptive model of organizational culture in analyzing teacher culture.

The use of the theories of interpretative anthropology and phenomenology served to describe teacher culture and its direct relationship to the social phenomenon of change. These theories also give validity to the approach the researcher utilizes in looking at this phenomenon.

Finally, this study utilized the "Systems Theory" of Senge (1990) to analyze culture and its place in the total system of change implementation. These theories helped to construct a picture of planned change and the effect of teacher culture as a complex system. It is important to include a systems framework in analyzing a social phenomenon like change; Past research has shown that chaotic and unpredictable behavior can arise in a system with completely determined and controlled variables (Hoyert, 1992). Further, studying change factors in isolation will not lead to useful knowledge about change in an organizational system. Therefore, it is integral for comprehensive understanding to analyze change in light of this systems theories.

Research on Educational Change

Sarason (1971) states that educational change depends on what teachers do and think - it's as simple and as complex as that. Berman and McLaughlin (1978) find that successful educational change requires the serious and active participation of the classroom teacher.

A study by Lortie (1975) done in Dade County, Florida involving approximately 6,000 teachers reveals the general condition most classroom teachers are involved in as they go about the business of education.

1. Teacher training does not equip teachers for the realities of the classroom. Nor is it to be expected to do so in light of the abruptness of the transition.
2. The cellular organization of schools means that teachers struggle with their problems and anxieties privately, spending most of their time physically apart from their colleagues.
3. Partly because of the physical isolation and partly because of norms of not sharing, observing, and discussing each other's work, teachers do not develop a common technical culture.
4. When teachers do get help, the most effective source tends to be fellow teachers, and secondly administrators and specialists.
5. Effectiveness of teaching is gauged by informal, general observation of students. Teachers rely heavily on their own informal observations.
6. Lortie found that "striking success with one student" here and one student there was the predominant source of pride.
7. One of the predominant feelings that characterize the psychological state of teachers and teaching is uncertainty. "Teachers are not sure that they can make all students learn (p. 132).

According to Lortie (1975), the lack of a technical culture, an analytic orientation, and a serious sharing and reflection among teachers creates ambiguity and

ad-hocness. "The teacher's craft ... is marked by the absence of concrete models for emulation, unclear lines of influence, multiple and controversial criteria, ambiguity about assessment timing, and instability in the product" (p. 136).

Fullan (1982) states that if change is to happen, it will require that teachers understand themselves and be understood by others. He also believes that the notion of change is a highly personal experience in which each teacher who is affected by the change must be given the opportunity to work through the experience so that the rewards at least equal the cost.

Fullan (1982) describes educational change as "change in practice". Change is not a single entity. It is multidimensional. There are three components to consider as educational change is attempted in implementing a new policy or program: (a) the possible use of new or revised materials; (b) the possible use of new teaching approaches; and (c) the possible alterations of beliefs. Fullan (1982) states all three aspects are critical because together they represent the means of achieving all three aspects are critical because together they represent the means of achieving a particular educational goal or set of goals.

Change is defined by many researchers not as an event, but as a process to which there are three broad phases. Phase one is defined as initiation. This entails the process that leads into and includes a decision to adopt or proceed with change. Phase two is implementation. It is at this point when first experiences of attempting to put an idea or program into practice occur. The implementation phase generally lasts two to three years. Phase three is institutionalization. It is at this point that

change will be built into the system or will disappear through a decision to discard or through attrition (Berman & McLaughlin, 1978; Rosenblum & Louis, 1979; Yin et al., 1977; Zaltman et al., 1973). The time frame from initiation to institutionalization takes about three to five years. Information should be provided and assessments should be made throughout the process (Hall & Loucks, 1977; Fullan & Park, 1981).

Doyle and Ponders (1978) identify the criteria teachers observe when considering change as congruence, instrumentality, and cost. Congruence is associated with the teachers' estimate of how their students will react to the change. Instrumentality refers to the procedural content and clarity of the proposal for change. Fullan (1982) clarifies this point by stating that teachers must have some understanding of the operational meaning of the change before they can make a judgement about it. Cost is defined as the ratio of investment to return as far as the teacher is concerned. Doyle and Ponders (1978) identify money as a minor consideration; personal costs in time, energy, and threat of sense of adequacy, with no evidence of benefit in return, seem to surface as the major problems with changes in education over the past 20 years. However, Huberman (1981) finds when change does involve a sense of mastery, excitement, and accomplishment; the incentives for trying new practices are powerful.

Factors Affecting Change

Joyce (1979) defines educational change as technically simple and socially complex. The difficulties with change are due in large part to the planning and coordinating of a multi-level social process involving hundreds of teachers. Many of

the curriculum developments and educational change adoptions of the 1960s and 1970s did not get implemented in practice, even when implementation was desired (Fullan, 1972; Fullan & Pomfret, 1977; Silberman, 1970). Implementation is the process of putting into practice an idea, program, or set of activities new to the people attempting or expected to change. There are major factors that affect and promote change. Fullan (1982) states the change process can be regarded in three phases: (a) factors leading up to and affecting adoption; (b) factors affecting implementation; and (c) outcomes.

Berlin and Jensen (1989) provide a useful summary of the research findings on implementing educational change, and generate a list of seven success or failure factors related to change. Figure 1 outlines these factors.

-
1. Communication
 2. Organizational Culture
 3. Commitment/Follow-up
 4. Adaptation
 5. Time
 6. Leadership
 7. Participation
-

Fig. 1. Factors affecting implementation (Berlin & Jensen, 1989).

The following section expands upon Berlin & Jensen's (1989) ideas about the implementation of change from the previous outline.

1. Communication: Since it is vital that all segments work together, all involved in the change process must communicate. Sustaining and directing change relies on clear lines of communication.

2. Organizational Culture: Sarason (1982) identifies this factor as integral in the change process. All involved must have a common vocabulary, philosophy, and consistent view that supports change. If a school or other organization is fragmented, change is unlikely to occur.

3. Commitment/Follow-up: A great deal of follow-up, support, and self-analysis is necessary to encourage and support change. Without this component, change is unlikely.

4. **Adaptation:** Each individual and school must adapt and adopt the change. Only when a change has become a part of the individual and organization can it be successful.
5. **Time:** Tyler (1963) hold that change takes from five to seven years or longer. Fullan (1991) suggest three to five years as a minimum time frame. Change takes time, but school boards, parents, and administrators frequently want results in one year or less.
6. **Leadership:** Leadership and commitment from building and central office administration is integral to change. This group must build consensus, provide support, encouragement, and resources.
7. **Participation:** Direct involvement by staff is important in bringing about change. This included deciding what changes should occur, selecting directions, planning and implementing, and ongoing evaluation.

Characteristics of Change

Four characteristics of change that enhance successful implementation are: need, clarity, complexity, and quality and practicality of materials. Fullan (1982) notes many innovations are attempted without a careful examination of what is perceived to be priority needs. Rosenblum and Louis (1979) found that the degree to which educators identify unmet needs was one of the four readiness factors associated with successful implementation. Other studies have identified that implementation is more effective when relatively focused or specific needs are identified (Emrick & Peterson, 1978; Louis & Sieber, 1979).

Clarity of goals and means is a continuous problem in the change process (Fullan, 1982). Gross et al., (1971) found that a majority of teachers are unable to identify the essential features of the innovation they are using. Problems related to clarity have been found in almost every study of significant change (Aoki et al., 1977; Charters & Pellagrin, 1973; Cymes, 1978; Miles, 1978; Weatherley, 1979). Fullan (1982) further states that lack of clarity represents a major problem at the implementation stage; teachers find that the change is not clear as to what it represents in practice.

Complexity in Fullan's research is viewed as the difficulty and extent of change required of the teachers responsible for implementation. Change can be evaluated with regard to difficulty, skill required, and the extent of adjustment of beliefs, teaching strategies, and use of materials. Fullan (1982) suggests that complexity creates problems for implementation; however, it can result in greater change because more is being attempted. Berman and McLaughlin (1977) found that ambitious projects may be less successful in absolute terms of the percent of goals achieved, but they usually stimulate more teacher change than projects attempting much less.

The last factor identified as affecting change is the quality and practicality of learning materials, technologies, or other products. The National Diffusion Network (NDN) confirms: "well articulated adoption materials, which...are complete, well-organized, comprehensive and detailed" and address "how to" concerns are more effective at the implementation stage; at earlier awareness stages, concise overview

materials are better (Emrick et al., 1977; Emrick & Peterson, 1978). Learning materials especially at the time of initial implementation must pass the test of the practicality ethic of teachers (Doyle & Ponders, 1977-78). Berman (1981) states that for implementation to gather momentum, teachers must experience some sense of meaning and practicality relatively early in the process of attempting change; otherwise they will eventually abandon the effort.

To summarize this section on the characteristics of change, Fullan (1982) notes the lack of a demonstrable need for change, the lack of a clear picture of the discrepancy between current practice and what is proposed, insufficient attention to the complexity of change in terms of extent and dimacuity, and the lack of adequately developed and good quality practical materials constitutes one major barrier to implementation. Implementation is a problem of individuals developing meaning in relation to specific policy or program directions (Fullan, 1982).

Change is a difficult personal and social process of unlearning old ways and learning new ones (Marris, 1975; Sarason, 1981). Deeper meaning and solid change must be born over time; one must struggle through ambivalence before one is sure for oneself that the new version is workable and right (Fullan, 1982).

Characteristics at the School District Level

Fullan (1982) has identified six factors that make changes within school systems effective. The six factors are (1) the history of innovative attempts, (2) the adoption process, (3) central administrative support and involvement, (4) staff development approaches, (5) the time-line and information system, and

(6) board/community characteristics.

The more teachers have had negative experiences with previous implementation attempts in the district or elsewhere, the more cynical or apathetic they will be about the next change presented regardless of the merit of the new idea or program (Sarason, 1971). Districts, provinces or states, and countries can develop an incapacity for change as well as a capacity for it (Berman & McLaughlin, et al., 1979; Lambright et al., 1980). Fullan (1982) found that opportunistic and bureaucratically oriented adoption decisions are followed by limited implementation. Berman and McLaughlin (1979) state if the decision to change has been carefully considered with appropriate commitment and follow-through by the district, implementation is more likely to be taken seriously by teachers and principals. Rosenblum and Louis (1971) found that the degree of community and staff participation in the early phases of the planning process turned out to be negatively related to successful implementation. Giacuinta (1973) suggests for most large scale changes only a few district administrators make the big decisions. Fullan (1982) has concluded that the solution is not for everyone to participate in the planning, but it is the quality of the planning process that is essential. Miles (1980) supports this notion stating the quality of the adoption process already sets the stage for subsequent success or failure. Fullan (1982) believes that for change in practice to succeed, it is necessary to have implementation-level participation in which decisions are made about what does and what does not work.

The role of the district administrative team in the process of change is critical. Fullan (1982) suggests that individual teachers and single schools can bring about change without the support of central administrators, but district-wide change will not occur. Although it has always been said that the superintendent and the principal are critical to educational change, it is only recently that we are beginning to understand more specifically what that means in practice (Emrick & Peterson, 1978). Rosenblum and Louis (1979) suggest that a degree of centralization is necessary for implementing comprehensive changes across schools, and that strong norms of classroom autonomy in some districts may actually inhibit organizational and district-wide changes. Fullan (1982) goes on further to state that the chief executive officer and other key administrators set the conditions for implementation to the extent that they show specific forms of support and active knowledge and understanding of the realities of attempting to put a change into practice.

Educational change consists of learning new ways of thinking and doing, new skills, knowledge, attitudes, etc. Staff development is one of the key factors related to this change in practice (Fullan, 1982). The amount of staff development training is not necessarily related to the quality of implementation, but it can be if it combines implementation training with training during implementation, and uses a variety of trainers (Louis & Rosenblum, 1981). Pre-implementation training in which intensive sessions are used to orient people to new programs does not work (Berman & McLaughlin, 1978; Downey, et al., 1975; Miles, 1978; Smith & Keith, 1971).

One shot workshops prior to and even during implementation are not helpful (Rosenblum & Louis, 1979). Workshop trainers and program consultants are frequently ineffective. Consultants inside the district are unclear about their role and how to be effective consultants (Cymes, 1978; Lippitt, 1979). Teachers state they learn best from other teachers, but research shows that they interact with each other very infrequently (Lortie, 1975). When teachers are trained as staff developers, they can be very effective in working with other teachers (Stallings, 1980). Teachers say they need direct outside help, if it is practical and concrete; and they find those qualities to be the exception rather than the rule (Fullan, 1982). Researchers report that concrete and skill-specific training is effective, but "only for the short run" (McLaughlin & Marsh, 1978). Fullan (1981) suggests that most inservice programs are not designed to provide the ongoing, interactive, cumulative learning necessary to develop new concepts, skills, and behavior. He further proposes that failure to realize a need for inservice work during implementation is a common problem.

Huberman (1981) states that no matter how much advanced inservice or staff development training occurs, it is when people actually try to implement new approaches that they experience specific concerns and doubts. He believes that it is extremely important for teachers to obtain support at early stages of implementation. McLaughlin and Marsh (1978) stress that skill-specific training by itself has only a transient effect because the use of new materials and methods is often mechanical without underlying theory assimilated. Learning new skills through demonstration and practice does not necessarily include the learning of the conceptual underpinnings

necessary for lasting use (Bussis et al., 1976; Hall & Loucks, 1978; Joyce & Showers, 1980; McLaughlin & Marsh, 1978).

Fullan (1982) has found that staff development typically is unsuccessful due to a lack of understanding that implementation, whether voluntary or imposed, is really a process of resocialization. Resocialization is interaction. Learning by doing, concrete role models, meetings with resource consultants and fellow implementors, practice of behavior, ambivalence, gradual self-confidence all constitute a process of gaining the meaning of change more clearly. He further states that successful staff development programs combine concrete teacher specific training activities, ongoing continuous assistance and support during the process of implementation, and regular meetings with peers and others.

The issue of time is a neglected aspect of the implementation process. Sarason (1971) recognized time as a critical factor. In practice, the desire of the agents of change to get started-not only because of internal and external pressures but also because of the awareness, sometimes dim, that the road ahead will not be smooth-results in bypassing the different aspects of the time perspective problem, a bypass that might have no immediate adverse consequences, but can be counted on to produce delayed, and sometimes fatal difficulties (p. 219).

Fullan (1982) proposes that a major problem many educators had in attempting change in the 1960s and 1970s was the lack of a time perspective about implementation. The decision-makers had an adoption time perspective, not an implementation time perspective. He suggests it was not politically wise to indicate

that effective action would take several years to come to fruition, or spending time and energy with implementation difficulties in programs X and Y was necessary when pressure existed for programs A, B and C to be developed and adopted. Impatience arising from the desire to bring about much-needed educational reform resulted in hasty decisions, unrealistic time-lines, and inadequate logistical support during the implementation because due dates arrived quicker than problems could be solved (Sarason, 1971).

Central decision-makers know the complexities of the adoption process; practitioners know the complexities of then implementation process. They live in two different subjective worlds. What appears to be rational to one world looks like resistance to change in the other (Cowden & Cohen, 1979).

The complexities of the implementation process and the slow development of the meaning of change at the individual level makes it obvious that change is a time consuming affair. A time line is needed which is neither unrealistically short nor casually long (Fullan, 1982).

Corwin (1973) found that community support of the school was correlated positively with innovativeness. Rosenblum and Louis (1979) found that external environmental factors pressing on the school result in change occurring. Miles (1980) asserts that attending to political stabilization in relation to the community is one of the primary tasks of planning and implementing new programs. In contemplating or introducing innovations, districts frequently ignore the community and/or the school board (Bass & Berman, 1979; Rosenblum & Louis, 1979). Fullan (1982) notes: (a)

most school communities are usually not directly involved in implementation; (b) they can become aroused against certain innovations; and, (c) neither highly stable nor highly turbulent school communities constitute effective environments for implementation. The role of individual parents rather than community groups may provide one of the most powerful leverages to better community groups may provide one of the most powerful leverages to better implementation.

School-level Factors

Goodlad (1975) states the school is the unit of change. Three factors influence how schools promote successful implementation. They are the role of the principal, peer relationships, and teacher orientations (Fullan, 1982). These three factors impact the character and climate of the school as an educational organization.

Various studies on school effectiveness show principals strongly influence the likelihood of change, but it also indicates that most principals do not play instructional leadership roles (Fullan, 1981; Leithwood & Montgomery, 1981).

Berman and McLaughlin (1977) found educational projects having the active support of the principal were most likely to succeed. Berman and McLaughlin (1978) go on to suggest that one of the best indicators of active involvement is whether the

principal attends workshop training sessions. Fullan (1982) believes that unless principals gain an understanding of a given program and concerns of the teachers in relationship to it, he or she will not be able to provide support for implementation.

Emrick and Peterson (1977) identified administrative support as one of the key factors influencing successful implementation of new programs at the building level.

The change process is influenced and supported by peer relationships which emerge in the school (Fullan, 1982). With change defined as a process of resocialization; interaction is the primary basis for social learning. New meanings, new behaviors, new skills depend significantly on whether teachers are working as isolated individuals (Lortie, 1975; Sarason, 1971) or exchanging ideas, support, and positive feelings about their work (Little, 1981; Ratter et al., 1979). Fullan (1982) has found in his research that the quality of working relationships among teachers is strongly related to implementation (Berman & McLaughlin 1979; Miles et al., 1978; Rosenblum & Louis, 1979).

Fullan (1982) has identified a teacher's sense of efficacy also leads to successful implementation and positive student learning. In school effectiveness research, one of five generalizations related to improvement in student learning is concerned with whether teachers think and expect that all students regardless of family background can reach appropriate levels of achievement (Cohen, 1980; Edmonds, 1979). The Rand study found a strong relationship between a teacher's sense of efficacy and positive impact of change on various measures of success, including percentage of goals achieved, reports of improved student performance, and teacher change (Berman & McLaughlin, 1977). Edmonds and Ratter (1979) suggests that efficacy is more of an organizational feature of schools which come to have a school-wide emphasis and expectation that teachers can improve student learning.

The External Environment

The last set of factors that Fullan (1982) has identified which influence

educational changes are government agencies and external assistance. In the United States the major authorities of our educational system are the state departments of education and federal agencies. Other agencies such as regional R & D laboratories and centers also attempt to support educational implementation across the country Fullan (1982).

Legislation, new policies, and new program initiatives arise from public concerns that the educational system is not doing an adequate job of teaching basics, developing career-relevant skills for the economic system, producing effective citizens, and meeting the needs of recent immigrants or handicapped children or cultural minorities (Fullan, 1982). The problem arises because local school systems and external authority agencies have not learned to sufficiently establish a process relationship with each other (Cowden & Cohen, 1979). Lack of role clarity, ambiguity about expectations, absence of regular interpersonal forums of communication, ambivalence between authority and support roles of external agencies, and solutions which are worse than the original problems combine to erode the likelihood of implementation (Fullan, 1982). He concludes that the difficulties in the relationship between external and internal groups are central to the problem and process of meaning.

Federal and state governments are the major direct and indirect sources of external assistance to school systems in our country (Fullan, 1982). Technical assistance for implementation (materials, consultancy, staff development, etc.) are frequently available in federal or state-sponsored innovative programs.

Louis and Rosenblum (1981) found that outside assistance or stimulation can have a powerful influence on implementation, depending on factors that exist at the local level.

Summary

To summarize the change process in education and the process of successful implementation of new programs Fullan (1982) states the following:

Change involves the development of meaning in relation to a new idea, program, or set of activities. It is individuals who give meaning and yet these individuals are insignificant parts of a gigantic, loosely organized, complex, messy social system which contains a myriad different subjective worlds. (p. 78)

Effective implementation depends upon the makeup of the local district, the character of individual schools and teachers, and the existence and form of external relationships interacting to produce conditions for change or non-change. It takes a combination of the right factors to support and guide the process of resocialization which respects the maintenance needs of individuals and groups and at the same time facilitates, stimulates, prods people to change through a process of incremental and decremental fits and starts on the way to institutionalizing or discontinuing the change in question. (p. 79)

Model for Culture

This study used Egan's (1992) model "C" to analyze teacher culture. This model to analyze teacher culture was chosen for the following reasons. First, the model is comprehensive and fits Levi-Strauss' (1963) criteria for models: (1) it exhibits the characteristics of a system, (2) it can be reproduced, and (3) it is predictable in terms of how it will react if one or more of its elements are submitted to certain modifications (p. 289). It addresses every facet of organizational culture in

a very complete manner. Second, the model is descriptive. Its divisions are easily codable and describe each orientation of culture in a concise manner. Finally, the model is clear. It is easily understood by both researcher and reader.

Egan defined culture as "The personality of an organization emerging from the sum total of its shared beliefs, assumptions, norms, and patterns of behavior that are persistent over time, both formal and informal and either system enhancing or system limiting." In simple terms it can be understood as "the way we do things around here." Egan states that the culture of any organization consists of four overlapping and interactive categories of tradition; shared beliefs, values, and norms; shared patterns of behavior; and what he calls underpinnings.

These categories are outlined in Figure 2.

-
1. Tradition
 2. Beliefs
 3. Values
 4. Norms
 5. Patterns of Behavior
 6. Underpinnings
-

Figure 2. Egan's model " C" for organizational culture (Egan, 1992).

These variables related to organizational culture are detailed in the next section.

Egan's (1992) model of organizational culture used in this study to code collected data is defined as follows:

1. Tradition: The manner in which the past lives on in an organizations present. This can take the form of elements like a driven work ethic in a given school, or advancing on the pay scale according to experience, or even the whole issue of tenure.
2. Beliefs: these include understandings, tenets, creeds, philosophy, assumptions and dogma that an organization collectively holds. A good example of this might be the amount of homework teachers believe a student should receive in a given school.

3. **Values:** this element is defined as what the system prizes. It is used to make decisions and drive behavior. This might manifest itself in the way teachers perceive student assessment in a given school. Or rewards for the length of time served at that school.

4. **Norms:** These include the oughts, shoulds, do's, don't's, standards, policies, rules, laws, and taboos to which an organization adheres. In schools, these often take the form of unwritten laws that teachers choose to follow if they are to remain in the school.

5. **Shared Patterns of Behavior:** This is the bottom line of the culture and can be best described as the manner in which things are done. These include rites, rituals, ceremonies, and folkways. These come immediately from norms, beliefs, and values, and more remotely from tradition.

6. **Underpinnings:** These are the elements that keep a organizational culture in place. These elements are interactive and they support cultures even when they do not serve the system well.

a) **Adaptation:** Members adapt to a current culture and stay put, often resisting change. A good example of this element is many teachers' resistance in integrating computer technology in the classroom.

b) **Lack of awareness:** most cultures are unexamined, living on and on, with members thinking little if anything of it.

c) **Incentive/reward system:** many specific kinds of behavior are consistently rewarded even though they do not enhance the system.

d) Habit/inertia: this element can be best described as "the way we are and the way we have been." It is often used as a rationale to avoid changing.

e) Politics of self-interest (control): This element manifests itself in those who benefit from a current culture staying in place.

The Change: Implementing Outcomes-Based Education

The planned change this study targeted in analyzing teacher culture was the reform of Outcomes-Based Education (OBE) (Spady, 1990).

Outcomes-based approaches have been around for centuries in the form of craft guilds, apprenticeship programs, scouting, and military and business training. Its current use in schools has evolved out of the theoretical and applied research of John Carroll (1963) and Benjamin Bloom (1968).

Carroll and Bloom encouraged educators to stop using time as an inflexible definer of learning conditions, and to begin using it as an alterable variable, based on the learning rates and needs of students. They also defined what we presently call "criterion standards" that define the substance of what is learned and demonstrated rather than comparative standards. Their models set criterion-based performance standards and adjusted the time to meet these standards.

William Spady (1991) coined the phrase "outcomes-based education," defining it as a demonstration of learning that occurs at the end of a learning experience. It is the result of learning and an actual, visible, observable demonstration of the combination of three things: knowledge (what the learner knows), competence (what the learner can do), and orientations (the attitudes, motivational, and relational

elements that also make up a performance). He further states that this demonstration happens in a real-life settings, and is therefore influenced and defined by the elements and factors that make that setting, situation, or context. Therefore, Spady (1990) defines an outcome as follows:

1. An outcome is a culminating demonstration of the entire range of learning experiences and capabilities that underlie it.
2. It occurs in a performance context that directly influences what it is and how it is carried out.
3. An outcome is an actual demonstration in authentic context.

Spady (1990) further defines the term "based" to describe designing "down" or, in other words, starting at the end point with the intended outcome. He suggests designing and developing curricula from the end point back to the students. In other words, start at the outcome and move back to what the students are exposed to.

Spady (1990) states that OBE has gone through three trends. These trends describe the three varieties of (1) traditional, (2) transitional, and (3) transformational outcomes-based education approaches.

Traditional OBE attempts to bring the clear criterion and flexible time principles developed by Carroll (1963) and Bloom (1968) into "time-based and means-based" schools without altering the structure of either the curriculum or the school. The main goal behind traditional OBE is to improve individual teacher effectiveness and student performance. Transitional OBE lies between traditional and transformational OBE in scope and purpose.

Transitional OBE is best defined by "Exit Outcomes" popular in the 1980s. Content becomes a vehicle to get at critical thinking skills, and higher level competencies like problem solving and effective communication.

Transformational OBE is the most radical of the three, calling for the stepping outside of the traditional frameworks and structures currently in place in most schools. This approach questions fundamentally the purpose of the educational system, what it should be preparing students for, and how it accomplishes these ends. It this last approach of OBE that was targeted as the planned change being implemented into the school.

Spady (1990) identifies three keys to the transformational approach that must be carried out: (1) a process of strategic planning and design which examines the conditions students are likely to encounter during adult life; (2) deriving from those conditions a set of "Exit Outcomes" that embody the complex role performances that will be required of them in future contexts; and (3) deriving from those Exit Outcomes the learning experiences, processes, and contexts that will directly facilitate their accomplishments.

This study examined the early implementation stages of the latter type of OBE which Spady (1989) identifies as Transformational OBE. This approach impacts the traditional systems of education most dramatically in the following five areas presented in Figure 3.

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- Area 1: Grading/Assessment
 - Area 2: Time/Sequence
 - Area 3: Curriculum Design
 - Area 4: Instructional Methods
 - Area 5: Classroom Procedure
-

Fig. 3. OBE's significant areas of impact.

The following section details the previously identified variables related to OBE.

OBE impacts traditional education in the following five categories:

Area 1. Grading/Assessment: OBE stresses mastery learning and quality performance. All student performance is evaluated from an outcomes standpoint. This differs significantly from the norm-referenced assessment procedures used many by traditional systems.

Area 2. Time/Sequence: OBE stresses that how elements are learned is not as important as when they are learned. Traditional levels, tracking, and mandatory movement from one grade to the next due to the calendar are alleviated.

Area 3. Curriculum Design: The OBE curriculum is designed with the final cumulative outcomes used as a "screen" to determine all curricular content, modes of instruction, locations, and other related issues. This differs significantly from traditional schemes that often rely on fixed content and sequence.

Area 4. Instructional Methodology: The OBE curriculum uses a "student-driven" approach compared to traditional scheme of an "instructor-centered" approach. Student empowerment and responsibility are stressed.

Area 5. Classroom Procedure: OBE stresses the breaking down of traditional schemes of the classroom. Learning opportunities are expanded outside of the classroom and the school.

CHAPTER III

RESEARCH METHODOLOGY

The following brief analysis of qualitative research, along with a focus on some of the specific criticisms of this approach, serves to put this study's focus in perspective and clarify the researcher's role.

Henstrand (1991) suggests qualitative research encompasses a large number of traditions and approaches. Each of these is rooted in its own theoretical framework with specific research techniques (Fetterman, 1988; Jacob, 1988). The methodology for this study cuts across a number of qualitative research traditions, utilizing an "eclectic" approach which has been used effectively in a number of other studies (Henstrand, 1991). Wolcott (1988) suggests that if a researcher claims to utilize an "eclectic" approach, the researcher should be clear about what he or she being eclectic about. This study accomplished this goal in two ways. First, Chapter II defined the theoretical framework this study used. Second, this chapter proposes the specific methods used in collecting data.

This study's use of ethnographic fieldwork techniques fits Yin's (1984) definition of case study procedures: "to investigate a contemporary phenomenon within the real-life context; when the boundaries of phenomenon and context are not clearly evident; and multiple sources of evidence are used" (p. 23). The researcher

in this study assumed the role of an active participant and observer in constructing a "picture" of current teacher culture and examining its implications on the early implementation stages of a systematic change (Wolcott, 1982). The researcher provided the point-of-view of a teacher who experiences this emerging change and examines the culture of which he is an active member.

Henstrand (1990) holds that qualitative research methods continue to receive criticism from quantitative researchers. Borman, LeCompte, and Goetz, (in Johnson, 1990) cite qualitative research as being "too subjective, too value laden, not replicable, not generalizable, and trivial in its conclusions" (p. 11). Opponents of qualitative research approaches, such as Johnson (1990), specifically question the reliability of ethnographic research due to the near impossibility of replication. He holds there are several reasons for the inability to replicate studies. These include factors such as the uniqueness of each social situation. He also holds that validity is a problem due to what he claims is an inexactness in procedures, preventing the comparison of studies. This study, therefore, takes steps to address these common qualitative research criticisms. It attempted to detail methods in such a manner that (1) replication was possible, (2) allowing for comparability with other studies examining teacher culture and its effect on change, (3) as well as establishing a basis for claiming validity for its findings.

This Study

This was, as stated previously, a case study of teacher culture and its effect on the implementation of a planned change in a large suburban high school. The study

focused on the early implementation stages of this systematic change, addressing the following questions:

1. What is the current culture of secondary teachers?
2. What are the effects of this culture on the early stages of implementation of a planned change?
3. How does the implementation procedure of the targeted change being examined relate to those factors identified by past research as critical for the success of change?

More specifically, It constructs a picture of current teacher culture and looks at the implications on the premises that underlie the specific systematic reform of Outcomes-Based Education (Spady, 1989). It also examines the implementation procedure of one specific change effort.

This study yielded findings useful to those in charge of implementing change in schools and other organizations, as well as to those experiencing specific reform efforts. Further, this data should advance knowledge in the area of teacher culture and its effect on change, and add validity to those factors past research have found critical for successful change.

The goal of this study coincides with the famous definition of ethnography: "to grasp the native's point-of-view, his relation to life, and realize his vision of the world" (Malinowski, 1922/1984). The researcher in this study assumed the role of participant observer. Peacock (1986) describes this approach as taking place in a natural setting "contrived by the natives, and not the ethnographer, resulting in a

multi-dimensional, holistic view through the close examination of specific details which yields a concrete picture that is both literary and scientific; subjective and objective" (p. 83).

The Role of Participant Observer/Researcher

An analysis of the past research on the roles of participant observers further defines the role this study's researcher utilized in examining teacher culture; its effect on change; and the procedure followed in implementation. This approach, developed by Henstrand (1991), was successfully utilized in prior study on teacher culture and change.

The general method of participant observation is now more widely accepted than it once was. But the roles of the researcher vary widely according to a given theoretical stance. Adler and Adler (1987) point out that the concept of participant observation was developed after 1940 by University of Chicago sociologists. This group placed more emphasis on the objectivity of the fieldworker than earlier groups, due to the pervasiveness of statistical techniques (Wax 1971).

Wax (1971) claims that any role which gives the researcher "the opportunity to observe what he wishes to observe, to communicate with and understand the people about whom he wishes to learn, in a manner and fashion to which they do not object" (p. 55), is a good role. This study embraces the belief that to understand fully the phenomenon of teacher culture and its effect on planned change, as well as to analyze the change process itself, the researcher must assume the role of an insider.

Alder and Alder (1987) define "existential sociologists" as those who challenge the notion that objectivity is necessary in social research and synthesize the ideas of existential philosophy, phenomenology, and hermeneutics. They reject the notion of people being rational, believing that they often act on emotions. The job of the researcher is to penetrate the surface to discover insights into the people being studied. They advocate the use of mixed strategies: sometimes acting as an overt observer; sometimes acting as a covert observer. They hold that the ability to engage in self-reflection is more important in generating a "real" picture of a social phenomenon, than is objective detachment. They reject the claim that over-familiarity leads the researchers to assume the self-deception of the members. Self-deception is not caused by involvement, but by emotional conflicts within the individual (Alder & Alder, 1987, p. 23).

Proponents of "ethnomethodology" also advocate the involvement of the researcher in the group being studied. Drawing on phenomenology, they combine "inter-subjectivity and the natural attitude with Parson's question of how social relations come to be patterned and persistent" (Alder & Alder, 1987, p. 25). This group holds that in order to understand context and avoid distorting of the vision of the world, the researcher must participate to the fullest degree. They dismiss the worry that researchers will alter the setting because "good faith members will only alter the settings in ways similar to other members, so their actions are condoned" (p. 32). Ethnomethodologists also advocate presenting the findings to members of the group being studied.

In light of the previous analysis of the various roles of the participant observer, the best description that characterizes the role of this study's researcher is put forth by Henstrand (1991). She suggests a synthesis of the approaches suggested by existential sociologists and ethnomethodologists, combining the most desirable traits of each. She wholeheartedly advocates that researchers take membership roles in the communities they study. These roles can be that of a peripheral member, an active member, or a complete member. This study's researcher assumed this last role, which they (Alder & Alder, 1987) label as a "Complete Member Researcher." CMR's are fully immersed as members of the community they study.

Alder and Alder's (1987) discussion of the role of the CMR relates to this study in the following manner. Role immersion is the first struggle of the CMR and one which lasts through most of the research process. Rather than facing the difficulty of becoming accepted into a research setting, CMR's must begin the research secure in their membership role, but must struggle to assume the role of researcher.

For the researcher in this study, it meant becoming a member of his school's OBE steering committee. But his role on this committee was a neutral one. He was labeled an "internal process-consultant," with the task providing feedback on the implementation effort of OBE in the school. This role was very advantageous in two ways. First, the researcher had complete access and knowledge of all OBE implementation plans and information. Second, and more importantly, his unique role removed any personal stake he might have had in the success or failure of the

planned change. There was no risk to him nor his job if the OBE effort was a success or failure at the school.

As Alder and Alder (1987) suggest, the researcher avoided taking sides in controversial issues or debates related to the planned change. He also anticipated some "conflicts of consciousness" (p. 74), so as not to unnecessarily bias his study.

Being one of the "natives" as a teacher in the English department made it difficult, at times, to see the culture the researcher knew so well, but his background, combined with continuous reflection, enhanced the objectivity of his observation skills. The researcher could be labeled a "newcomer" to the staff at his school, having been there for only four years. He was also the youngest faculty member in his department and the school. Most all of his colleagues were of a different generation. This separated him from the intimacy that resulted from being of the same generation. Also, as a doctoral student, he conducted several smaller case study projects over the years for classes in his program, so his role as a researcher was not viewed as extraordinary. All in all, these factors provided him with a distance that was advantageous in this study.

Sample Description

This study's sample consisted of two groups. The first group consisted of 15 randomly selected, consenting teachers (see appendix A) in the English department at a large high school in suburban Chicago. The second group consisted of a like group drawn from the social studies department. Both groups consisted of only full-time teachers, avoiding the phenomenon of "sub-cultures" of which various part-time

teachers may be members. The target school, a large suburban Chicago high school of approximately 1600 students with a wide range of ethnic and socio-economic backgrounds. The faculty members in the targeted departments were similar in age and experience, most were over 40 years of age and had 10 or more years of experience in the school. These groups were also similar in age and experience to the rest of the faculty in the school. Moreover, the relatively large sample of 30 teachers added to the likelihood that responses would be more representative of the "true" culture than a smaller number might have been.

In addition to the fact that the researcher was a member of the English department which fits with the role of a participant observer, the following rationale factored in choosing the sample from the English and social studies department:

(1) They are the two largest departments in the school, equal in size and comprising nearly half the entire teacher faculty. Therefore, this sample was representative of the entire school. (2) Every student in the school took classes in these departments every year. Therefore, the departments have the most far-reaching impact on the student body. (3) They were also both active in proposing and implementing pilot programs in OBE. And (4) the selected departments of English and social science were complementary disciplines. There was less likelihood of non-complimentary paradigms existing. Such a noncongruence might be evident, for example, if mathematics and English had been chosen as the targeted departments in this study.

Procedures

The primary goal in this study was to construct a "picture" of current teacher culture, focusing on specific target areas related to the premises underlying OBE. These areas were the variables of (1) grading, (2) time, (3) curriculum design, (4) instructional methods, and (5) classroom procedure. (See Chapter II for a detailed analysis of these premises.) This goal was accomplished by using interviews and observations, and coding the sample's responses according to a descriptive model of organizational culture (Egan, 1992). A comparison of current teacher culture to the premises that underlie OBE was made. From these comparisons, implications and suggestions related to successful implementation of the targeted change were generated.

In addition to constructing a "picture" of current teacher culture, a comparison of the two sample groups (English teachers and social studies teachers) in the area of culture was made, and related differences were examined in light of the types and kinds of OBE pilot programs each group has proposed and implemented. Specific effects of teacher culture on the implementation of the targeted change become evident in this analysis.

Finally, an analysis and description of the procedure used in the early stages of implementation of OBE into the school was developed. These were compared to the factors identified by past research in educational change as crucial for the success or failure of planned change. As indicated in Chapter II, these variables consist of (1) communication, (2) culture, (3) commitment, (4) adaptation, (5) time,

(6) leadership, and (7) participation. This analysis should yield data that supports, or is contradictory to, past research into the process of change.

The findings from the previous three procedures should provide useful insight into the effect of teacher culture on the implementation of a systematic change. In addition, these findings should advance knowledge in the general area of educational change, especially in the area of implementation of change into schools or other organizations.

Interviews

This study's chief method of data collection consisted of interviews. In an effort to increase the reliability of this data-gathering technique, an interview schedule was constructed according to the advice of several experts. Reflecting on the belief that the interview is the most important aspect of participant observation and that the best way to understand what people think about their world is to listen to how they talk about it, This study utilized a semi-structured, informal interview technique to focus on specific areas (Agar, 1980). This approach was chosen because it provided a balance between flexibility and structure recommended by McCracken (1988). As a model for these interviews, ideas were drawn from McCracken's guidelines. He holds that the only way "to discover how the respondent sees the world, is to elicit testimony in an unobtrusive and undirected manner as possible" (p. 21). He strongly admonishes the researcher who uses active listening strategies, which he believes hint the respondent toward desired answers. He states that interviews must be set up in a manner that allows the respondent to "tell his story in his own terms" (p. 34). He

manner that allows the respondent to "tell his story in his own terms" (p. 34). He recommends that researchers design questionnaires for use during the interview for two reasons: (1) to ensure that all topics are covered and (2) to aid in maintaining distance. The questions, however, must all be open-ended to aid in elaboration. McCracken (1988) argues for being at once undirected and planned, holding that "qualitative methods can be routinized and made accessible to all" (p. 13).

James Spradley's (1979) ethnographic interview was also useful in helping develop this study's interview schedule. He suggests 30 different types of ethnographic questions that fit into three categories.

1. Descriptive questions enable the researcher to collect an ongoing sample of the informant's language (p. 60).
2. Structural questions enable the researcher to discern how informants organize their knowledge (p. 60).
3. Contrast questions enable the researcher to discern how informants distinguish one event from another.

These question types and purposes helped in constructing useful questions for this study's interview procedure.

Drawing from the expertise of several qualitative researchers (Agar, 1980; McCracken, 1988; Spradley 1979), this study's interview schedule was developed and used in semi-structured, informal interviews, helping to develop a valid picture of current teacher culture at the secondary level (see appendix A).

In addition to using the previously mentioned research in developing and assuring the reliability of this study's interview schedule, the schedule was shown to a number of building and district administrators in the targeted school for validation. These individuals included the building principal, the assistant principal of curriculum, and the district's assistant superintendent for educational services. All responded positively to the questions and predicted they would yield valid responses related to teacher culture.

Observations

In addition to interviews, the researcher took physical and mental notes on events related to the planned change of OBE, or events related to teacher culture (i.e. meetings, conversations, sub-committee minutes etc.). A running log was kept on all activities and observations related to the targeted change of OBE.

Data Coding

This study's data related to teacher culture was analyzed using a descriptive model of organizational culture (Egan, 1992). Responses to interviews, along with observations, were coded into the following framework (see Chapter II for a complete definition of each variable):

1. Traditions: Those elements of an culture's past that live on in the present.
2. Beliefs: The assumptions a culture collectively holds.
3. Values: The elements a culture prizes. Values drive behavior.
4. Norms: The rules, unwritten laws, and taboos a culture holds.

5. Shared Patterns of Behavior: The manner in which things are done.
6. Underpinnings: The elements that hold a culture in place.

The analysis of teacher culture generated from this procedure were then compared to the premises that underlie the planned change of tranformational OBE (Spady, 1989). This shed light on difficulties currently experienced or future difficulties that may arise in the implementation of OBE into the organization. These data fell into the following categories, representing the premises that underlie OBE discussed in Chapter II:

1. Grading/Assessment: OBE stresses mastery learning and quality performance. All student performance is evaluated from an outcomes standpoint. This differs significantly from the norm-referenced assessment procedures used many by traditional systems.
2. Time/Sequence: OBE stresses that how things are learned is not as important as when they are learned. Traditional levels, tracking, and movement from one grade to the next are alleviated.
3. Curriculum Design: The OBE curriculum is designed with the final cumulative outcomes used as a "screen" to determine all curricular issues. This differs significantly from traditional schemes that rely on content and sequence.
4. Instructional Methodology: The OBE curriculum uses a "student-driven" approach compared to traditional scheme of an "instructor-centered" approach.

5. Classroom Procedure: OBE stresses the breaking down of traditional schemes of the classroom. Learning opportunities are expanded outside of the classroom and the school.

This study's final analysis consists of an examination and description of the school's procedure for implementing the reform effort of OBE into the school. This analysis was compared to the factors identified as being critical in the success of given change efforts in schools (Berlin & Jensen, 1989). These factors are as follows:

(1) Communication, (2) Organizational culture, (3) Commitment/follow-up, (4) Adaptation, (5) Time, (6) Leadership, and (7) Participation.

This analysis yielded useful insight into desirable or undesirable procedures used in this specific reform effort, which in turn can be applied to future reform efforts.

Validity Measures

In an effort to increase the validity of this study's data, the researcher utilized three of the procedures of triangulation suggested by many qualitative researchers to verify data (Bogdan & Bilken, 1992; Denzin, 1978; Miles & Huberman, 1984; Patton, 1980). First, the method of investigator triangulation (Denzin, 1978), was employed. This consisted of multiple "coders" who analyzed the collected data, coding according to the model of culture this study employed. This decreased the potential bias on the part of the researcher in coding observations and collected responses. Second, the use of interviews, observation, and physical evidence fit the

definition of methodological triangulation set forth by Denzin (1978) who holds that "multiple methods should be used in every qualitative study" (p. 28). The third and final method of triangulation was that of multiple theoretical frameworks (Denzin, 1978). As discussed in Chapter II, this study used a number of qualitative, anthropological, organizational, and systems theories in analyzing the social phenomena of teacher culture and educational change. These procedures attempt to verify and validate the perspective that emerged in this study, addressing some of the common criticisms of qualitative research discussed previously in this chapter.

Conclusion

The researcher selected this approach due to frustration as a teacher from the findings of previous studies that make suggestions for achieving successful school reform. It is the belief of this researcher that no simple formula can guarantee success for reform, especially those that fail to deal with teacher culture. Further, it is the belief of this researcher that the future of school reform is dependent on how teachers experience change. This idea is supported by past research (Fullan, 1991; Sarason, 1982). This study's description of teacher culture and its effect on the implementation of planned change attempts to advance knowledge in research in the areas of teacher culture and educational change.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this case study was to examine teacher culture and its effect on the early implementation stage of a planned change in a large suburban high school. This study also analyzed the process used during the early implementation stage of this change. This purpose was accomplished by (1) constructing an analysis of teacher culture in two targeted content area groups, (2) comparing the two groups' cultures in light of the number and types of pilot programs each group proposed and implemented, and (3) describing and analyzing the procedure used in the early implementation process of the target reform in light of those factors identified as crucial to the success of educational change.

This chapter is divided into three sections and includes a presentation of the findings and an analysis of the collected data. Section I consists of an analysis and description of current teacher culture in the English and social studies departments of the targeted high school. Section II consists of an analysis of the number and types of OBE pilot programs both implemented and proposed by both departments. Section III consists of a description and analysis of the early implementation process utilized by the district.

Section I: Teacher Culture

Semi-structured interviews were conducted with 15 randomly selected, consenting members in each target group (English and social studies) during April and May of 1994. The results of these interviews were then coded by the examiner utilizing the framework of Egan's Model "C" of organizational cultures (1992).

Figure 4 outlines this model.

-
- A. Tradition: The manner in which the past lives on in the organization's present.
 - B. Beliefs: The philosophy, assumptions, tenets, and dogma an organization collectively holds.
 - C. Values: The concepts and ideas the system prizes in making decisions.
 - D. Norms: The rules, laws, standards, and policies to which an organization adheres.
 - E. Patterns of Behavior: The bottom line of culture; the way things are done in an organization.
 - F. Underpinnings: The elements that keep an organizational culture in place. These elements are interactive and support cultures even when they do not serve the system well.
-

Fig. 4. Egan's model "C" for organizational culture (Egan, 1992).

In an attempt to address potential bias by the researcher, a method of investigator triangulation (Denzin, 1978) using multiple coders was employed in analyzing this study's collected data. First, the researcher coded the collected responses. Then, a second coder not familiar with the study, but familiar with Egan's

model of culture, coded the responses a second time. A comparison of these two coded responses was made, and any discrepancies were given to a third party for mediation coding (Bogdan & Bilken, 1992; Denzin, 1978; Miles & Huberman, 1984). Like the second coder, the third coder was not familiar with the study, but was briefed on the model used for coding.

These coded responses were then filtered through a second framework: those areas identified in the traditional education system that would be most impacted by an outcomes-based curricular model (Spady, 1992). Figure 5 outlines these areas of impact.

-
- Area 1: Grading/Assessment
 - Area 2: Time/Sequence
 - Area 3: Curriculum/Content
 - Area 4: Instructional Methods
 - Area 5: Classroom Procedure
-

Fig. 5. OBE's significant areas of impact.

The following analysis of culture consists chiefly of interview responses, but also consists of researcher observation and examination of physical documents during this study's time frame of March 1993 to June 1994.

English Department

The following results represent the coded responses of those interviewed in the English department, combined with data gathered from observations and examination of documents during this study's time period.

Area 1: Grading and Assessment

Traditions

Members of the English department indicated a strong tradition in the practice of normative assessment as opposed to performance or criteria assessment. This was evident in their responses concerning assessment. Representative statements included:

"How can everyone be an "A" student? Some must fail for others to pass, most will be in the middle."

"I curve my grades; it creates more competition." More than 80 percent of those interviewed indicated they used a "curve" when determining grades.

Moreover, many identified students in terms of their grades. Representative statements included, "She was an "A" student? a real pleasure to have in class" and "He was a "D" student."

It should be noted, however, that a number of members in this group demonstrated movement toward adopting nontraditional assessment practices. This was evident in some of the assessment procedures that were being employed by these individuals. For example, one member of this group was using a portfolio assessment procedure that gave students two grades a semester. He also made use of a grading rubric to assess writing, in lieu of marking surface-level errors. He used a procedure

of negotiating grades with his students. Another member was using a portfolio assessment procedure in "student-led parent conferences." This procedure involved students going through the process of designing a portfolio and then presenting this to parents in a pre-determined conference.

The English department group also had a strong tradition in focusing on writing instruction, especially what was perceived as good and correct writing. One member stated:

We are in the business of preparing students for the future [college and the outside world], and that means teaching them to write. We have been doing that for a long time and I really don't think anything will change this fact.

In addition, most monthly department meetings during the studied time frame devoted at least 15 minutes to discussion about student writing and its assessment.

Members also indicated a strong tradition of stressing letter grades. Again members talked openly about students being "A students" and "B students." One member stated on an occasion, "What is she doing in honors? She is a 'D' student." This carried over into concern about class rank. The work of students in the department who ranked in the top 25% according to grades were displayed in a showcase outside of the department's office.

Shared beliefs

The English department perceived grades as accurate indicators of performance in the classroom. Some representative responses included the following:

"If the students are doing well in my class, their grades will show it."

"Grades are important." and "...colleges really look at them [grades]."

One member stated, "Ultimately, they are what determine whether or not a student is accepted into a good school." Another member stated, "Grades and grading are part of our society. It's impossible to change this fact."

In reference to the traditional assessment tool of letter grades (A, B, C, D, F), teachers responded:

"I would have a real hard time going to a system of pass/fail. It's not fair to the other kids."

"I think grades are a good thing, they motivate students to try their best and to be competitive. Our system revolves on competition."

Overall, the idea of grades being representative of performance was strong among members of this group.

Two others in this group stated they did not adhere to the traditional belief in the even "bell-curve" distribution of grades, opting instead for grades based on performance toward a specific, predetermined criteria. Some representative statements included the following:

"It's rare that a student receives an 'F' in my class. They either master the material or keep trying."

"I want all my students to pass and I will modify factors like time if that's what it takes."

English teachers seemed genuinely concerned about all students mastering the concepts presented in their discipline. They also seemed willing to go out of their

way to make this possible. One member stated, "I'm not afraid to modify tests or even throw out certain measures so students can succeed."

Shared values

The English department seemed to put a great deal of emphasis on what members termed "appropriate" outward social interaction between the students and the teacher and students and their peers. In fact, many members indicated that social behavior in class was often as important in determining grades as performance on quizzes and tests. Representative responses included the following:

"I can see if a student is doing well in class. They ask questions and help each other."

"It's hard, or even impossible, for a student to fail my class if they work hard in class and make an effort, and really try."

"If someone acts up in class, they won't do well, you know what I mean, you have had that type of student and been in that sort of situation."

"I don't think students should be defiant in my class. There is no room for that sort of thing."

"He was smart, but really had a hard time functioning in a controlled environment, eventually I failed [him] and was forced to attend summer school."

"All that I ask is that a student treat me and his fellow students with respect." The group seemed to put a great deal of emphasis on this factor of appropriate social behavior in the classroom.

Shared norms

In the area of grades and grading, the group seemed to put great emphasis on quantity. One representative statement included, "it is good to have a large number of grades assigned to a student." For example, respondents indicated, "I have approximately 20 to 30 grades per quarter. This allows a student to 'bomb' a grade and still function" and "[A large number of grades] gives me a better indication of whether or not a student is getting it." In addition, four of the twelve department meetings in this studied time frame were used to examine tests and develop test bank questions for departmental tests.

Most members also indicated the belief that increased numbers of test items enhanced the reliability of the assessment device, or as one member stated, "make the test more accurate." In random observations of 10 tests during the studied time frame, nine contained from 100 to 150 items. In addition, members of this group worked hard to get the number of items on these tests. Several were observed during the studied time frame working for hours in front of computer screens or on paper to increase the number of test items. One member indicated, "I hate this job, but it must be done."

The methods used in assessment tended to be very traditional teacher-centered and controlled devices. Of the tests observed during this time frame, most consisted of the standard formats of true/false, multiple-choice, short-answer etc., many with a number of essay items. It should be noted, however, that rarely would these be graded using an objective scoring rubric. Several random observations of graded

essays revealed teachers concentrated on the surface-level structures (i.e. punctuation, spelling, sentence problems) in writing. Several respondents indicated, "Correctness is important; that is what people judge you on."

Shared patterns of behavior

The English department, both in statements and in behavior, demonstrated the traditional pattern of delivering content in lectures or discussions and testing recall in these areas. Members stated they gave "weekly tests and daily quizzes." Tests observed by the researcher ranged from very short (one to five questions) to quite lengthy (over 100 questions). Most were completed by the students in a "paper and pencil" manner. The settings for these assessments were passive with little or no interaction between students and teacher. The assessments were traditional in the sense that students did not actually demonstrate a performance or have to demonstrate a behavior. They simply wrote answers on paper.

Most members of this group also spent a great deal of time computing and recording numerical and "letter grade" scores both in their gradebooks and in their computerized gradebooks. These gradebooks seemed to take on great significance, especially in the area of comprehensiveness and organization. Some observed examples made use of scoring symbols, shapes, and figures. Two members performed the task of recording grades into a computer, and then transposing these grades into a gradebook. This was not a required school policy, and many members were very proud of what they termed, "the completeness of their recorded grades."

Members indicated they perceived assessment devices as being valid and reliable measures of student competence. Some representative statements included the following:

"I spend a great deal of time generating my tests, and in the past 15 years, they have done the job well."

"I think my tests are pretty good, they give me what I need to know."

"I have gotten good at generating tests. I really enjoy it."

Assessment devices usually consisted of paper-and-pencil tests, and many were based mainly on recall. For example, it was not uncommon for a literature test to ask questions about such factors as events in the story, or specific questions about the physical characteristics of a character.

However, there was some movement toward demonstration, application, and higher-order thinking skills in specific classes. In one cross-disciplinary class, for example, students were required to compile a portfolio over the course of the semester, and then plan and conduct a student-led parent conference. One other class used portfolio-assessment to assign grades. Students were responsible for making decisions about what should be included in these collections and work toward completing them. These practices, however, were not the norm for the department.

Underpinnings

The English faculty seemed content with the overall structure of grading and assessment used throughout the department. This system could be described as linear, sequential, and systematic. Most perceived it as articulate and as serving the system

well. One representative statement included, "We are one of the few departments that really take testing seriously."

Responses by the members of this group suggested they made little use of test analysis to support their instruments or their assessment practices. If a student performed poorly on a given test or quiz, members often stated, "They didn't study," or "it's their fault." During monthly meetings designed to look at the summative assessment devices, the department would gather and analyze these tools. Many responded that this was "wasted time" and said, "I don't know what we are looking for." They perceived test development as a relatively simple concept that began and ended with the teacher generating tests.

This group's shared culture also afforded a great deal of control to the teacher and the department. He or she had power in making decisions about what was delivered and how the content was assessed. This group was very much locked into traditional and "accepted" content in the discipline. Students had very little power in determining what was learned. Most were merely passive receivers. In fact, many members did not adhere to the idea of student input into decisions related to grading. The following responses were typical:

"I don't like the idea of students choosing content. What are we getting paid for anyway?"

"Students should be given choices, but very structured choices. There is a limit to what a 14 year-old student can choose."

Area 2: Time and Sequence

Traditions

The idea of movement from one grade to another, and from one class to another was very strong tradition in the department. As was the idea of compiling a certain number of "carnegie units" or hours needed for graduation. Students were required to move from one level (e.g., English 9) to another higher level (e.g., English 10). This was not the case in other departments. For example, in math, a student may jump levels or enter at a higher grade level. An incoming freshmen might go straight to geometry and skip Freshman Algebra. Students entering English did not have this flexibility with their classes.

Many members indicated that specific content should be presented in specific years. For example, one representative statement included, "Shakespeare's Romeo and Juliet should be presented freshman year, "speech" class sophomore year, and American literature junior year." These traditions seemed to be generally accepted by the department, as they are in many departments across the country (Miller, 1985). Most teachers indicated they believed in "necessary content that every student should possess." Another member stated, "This content is definitely sequential, certain concepts build on others."

Another more global tradition in the area of time and sequence was the "part-to-whole" format used by this department. The curriculum of all four grade levels consisted of areas, goals, and objectives. For example, English 9 consisted of eight

general areas, with goals and objectives below each. All other English classes consisted of similar formats. Responses to this idea included the following:

I like to teach the framework for the short story [exposition, rising action, climax, falling action, and resolution] and require that students apply this framework to given works of literature.

Another member responded, "I stress the rules of grammar so students can use them in their writing." Most expressed confidence in students using, or assumed students possessed the ability to integrate knowledge "part into whole" fashion.

Shared beliefs

The department's shared beliefs were at odds in the area of time and sequence. Many outwardly voiced the desire to do away with the traditional grade-level movement. The responses were typical:

We should be less structured. Students should be able to move along at their own pace. There should be less stress on when something is learned, and more on whether or not it is learned.

"I hate the way we organize classes."

At the same time, there existed a real concern for the practicality of changing the traditional time and sequence structure. Many viewed a change in this procedure as carrying grave consequences. Representative statements included the following:

"Who will handle this [a change in time structure]?"

"How will the teachers ever handle this [a change in time structure] with 30 students in a class? I can't even keep up with the work now."

The English department also held firmly to the idea of "part-to-whole" learning. Both in word and in actions, this department exemplified the idea of giving

students a set of subskills with movement toward an integrated whole. The overall curriculum of the department could be described as well-ordered, very linear, and sequential. Observation of the department's curriculum revealed courses were organized around general areas, goals, and objectives. These objectives were what organized day to day lessons; goals, in turn, organized weekly and monthly plans; and a class worked toward these identified areas.

Shared values

The English department held firmly to the idea of incremental movement toward integration of the body of knowledge. Members described those students who adapt to this system as "bright" and "motivated." Those students who do not adapt to this system often do not succeed in it. Responses included the following:

"He just didn't possess what it takes."

"He was all over the place, good in some areas, poor in others. He just couldn't handle the system, but he was very bright."

Shared norms

The members indicated they held to the idea of sequential movement from lesson to lesson, unit to unit, and grade to grade. This movement was very much locked into a content-driven mode. Most classes and learning were designed around an assigned textbook. For example, roughly 50 percent of Grade 9 English consisted of grammar instruction (the eight parts of speech) taught directly from a textbook. Most believed that a natural progression existed from specific subskills to mastery of

specific skills. One member stated, "It is the job of the teacher to give these 'tools' to the student." Another replied, "I view my job as arming the students with strategies to succeed with the written word."

Teachers also seemed to adhere to the idea of movement from "part-to-whole." Most observed instruction during the studied time frame consisted of teaching students a set of subskills and relying on the students to integrate these parts into a usable whole. For example, writing instruction in "College Preparatory Composition" consisted of giving students the sequential "stages" of writing (i.e. prewriting, drafting, revising, proofreading). Students were then required to integrate these steps and develop their own essays. Another example of this came in the area of grammar instruction. Observations revealed it was presented in a very systematic manner across all four years from grade 9 to 12. The student was expected to incorporate the learning into his or her writing. Several members responded, "It is the job of the student to apply this to their writing." Others responded, "how can someone learn to write if they don't know grammatical rules? I truly believe these are important." and "I like to teach a my students the rules and then concentrate on application." By rules, they meant those criterial attributes that made up the concepts that held up their discipline. In this instance it was grammar. It could also be literature or appropriate use of language.

Shared patterns of behavior

The factor of time was most obvious in the workings of the classroom and the school. Like many high schools, periods were a specific number of minutes in length

(50 minutes), and days were ordered in a specific number of periods (eight periods). Members internalized these structures, and they became "habit." If this structure was disrupted for any reason (e.g., shortened schedules, assemblies, early dismissal etc.) it seemed to cause problems. In response to a January shortened schedule day, members responded in an emotional tone as follows:

"How can we cover everything with all these interruptions?"

"I wish they would just let us teach, I'll never get through my material."

The semesters were divided into quarters and progress reports went out every eight weeks. Observations during the studied time frame revealed most members of the department gave a weekly test, and most days there was some sort of assessment device, whether it be a quiz or a test. Classes were divided into units, and each unit was divided into lessons. At the end of the units, a unit test was given, and at the end of the semester, an exam was given, covering all the concepts up to that point. These unit tests were usually in paper-and-pencil format. Time and sequence seemed to be the controlling factor in this system.

Underpinnings

The idea of controlled, sequential movement from concept to concept, lesson to lesson, and grade to grade seemed to work well for the members of this group.

Respondents often commented as follows:

"I think we do a good job with our students."

"I think we put out a pretty good product here."

"We don't have a watered-down curriculum like many of the schools today."

Members also responded that they "liked teaching in a system that is well ordered [like the English department's]."

In addition, this made for a system that members seemed to perceive having control over, especially in the area of content. Responses to the extent of knowledge in the area of English included the following:

"I think the present system allows for a great deal of content coverage."

Members indicated that they perceived "good control of the working of their classes."

Area 3: Curriculum/Content

Traditions

The idea of a "canon" of content that had an almost mystical connotation was a strong tradition in the English department. Members spoke of "Shakespeare, Milton" and quoted many of what they termed, "the great works." Most believed it was the job of the department to pass these works on to students. This culture viewed the purpose of a curriculum as teaching students or to put this knowledge into the minds of students. This "marriage" to content seemed strong in this department. Some representative comments that support this idea included the following:

"There is a necessary core of literature that every student should know."

"Everyone needs to know some Shakespeare, and Dickens, and Milton."

"Every American should read Hemingway, Faulkner, and Steinbeck."

"In order to function in this world, you must know grammar. People make decisions and judgments based on this."

The department was very much married to this preconceived content, and most members indicated "we agree on this fact."

Members held to the idea of an assumed body of knowledge that was passed from one generation to the next. This was not necessarily generated by the department members, but instead assumed to be true. Each class had a literature text with anthologized works. Members indicated that the majority of these works were part of their high school curriculum. Responses supporting this idea include the following:

"I wish we taught more of the classics, we have people teaching literature written by [Stephen] King today. It doesn't seem right."

"When we were in school, we had to memorize whole passages of Romeo and Juliet, students have it a bit easier today."

Along with this idea of a fixed body of knowledge common to the discipline was the tradition of content coverage. It follows that if a body of knowledge exists, as members in this department indicated they believed, and if the goal of teaching is to give this knowledge to the student, then it is integral to cover this body of knowledge in a limited amount of time (e.g., four years of high school English). Members spoke openly of "getting through material," and in many classes, (e.g., English 12, College Preparatory Composition) teachers assigned booklists to students before they entered the class.

Shared beliefs

Teachers held a variety of beliefs related to the idea of specific content. Again, members indicated they believed that a "body of knowledge" existed called English. Most of this consisted of what respondents called "grammar and works of literature at least 25 years old." Members also stated, "This body of knowledge was set in a previous time, or came from my college work." Others stated:

"I'll never forget a professor I had in graduate school; he really got me to love literature."

"I have always been a reader ever since I can remember."

This group also indicated they believed this body of knowledge to be "fixed" for the most part. Members stated, "Certain classics [Shakespeare, Hemingway, Faulkner, etc.] will always be classics." The works available to members through a supplemental book room ranged from hundreds of years (excerpts from the bible) to 25 years old (S.E. Hinton's The Outsiders). From observation, it could be viewed as difficult for a current work to "crack" this body of knowledge.

Members also indicated they believed that students had to have a firm grasp of this knowledge to function in the "world." Members stated:

"Kids need to know some of the classics, they need to know certain works."

"I think the classics are important. Students today don't get enough of the classics, that is one reason for many reading difficulties."

Members also held an underlying belief in content coverage and content-driven courses as opposed to process-driven courses. Most classes were organized based on

grammar textbook and a text of anthologized readings and works. Curriculums for each class followed the textbooks. Members also seemed to stress the importance of college preparation. The following is a representative statement:

We are in the business to prepare students for more school. Just look at our preoccupation with ACT test scores. Every year they are printed in the paper. I don't think they ever print quiz grades or final grades in a specific class.

Members seemed more comfortable when content was teacher-generated as opposed to student-generated. Although many teachers responded that they gave their students choices, observations during this studied time period revealed these often involved choosing between preselected books, and never did they determine what would be taught in a given class. Nowhere, either in description or in behavior did any respondents empower students or give them "voice" concerning what was done in a classroom. In fact, many respondents voiced genuine concern, and even at times fear of student empowerment. One member stated, "I don't like the 'buddy-buddy' philosophy of our new principal." One respondent even stated, "If students love you as the teacher, you are doing something wrong. Sometimes I wonder what this school, and schools in general, are coming to."

Shared values

As a group, the English department put a very high value on the specific body of knowledge (books, texts, and the written word) they perceived as making up their discipline. Members often talked about "works that define our field." This body of knowledge served both as a vehicle and a model in the curriculum. For example, many works were presented for students to use as models for writing (E.B. White),

while others were presented as necessary reading (e.g., Shakespeare, Faulkner). For example, all twelfth-grade English were assigned a reading list to complete over the summer.

Members also indicated they valued fluency in writing and reading. Members defined this as "ease of use and appropriateness." One member stated, "Being able to read and write well are the most important skills a student can learn" and "I don't think you can separate good writing and correctness."

Members seemed to put a high value on the process of college preparation. Many stated they viewed it as a "priority" in their teaching. This reflected the belief that the job of the high school teacher was to "give students the skills they need in college." Another member stated, "If they don't get this, they will fall flat on their face. The delivery of content should prepare students for more school at the university level." Finally, a member stated, "We are in the business of keeping our discipline [English] in business."

Shared norms

This group indicated they viewed content as a preset entity and agreed-upon body of knowledge. The texts used in this department, they consisted of many common authors and other agreed-upon works of literature. One member summed this point up by stating, "The job of the teacher is to dispense knowledge to the student in a systematic fashion by the end of the semester and the year. This is what teaching is to me."

In addition, most adhered to the idea of part-to-whole incremental learning. This was evident in the manner in which members structured their lessons. For example, one observed week-long lesson plan consisted of the five parts of the short story structure (i.e. exposition, rising action, climax, falling action, and denouement) with each category being presented on a different day. Students were then expected to apply these parts to a previously unencountered short story.

Moreover, preset books centered around a themes. Members stated, "It is the duty of the student to integrate these chunks from day to day, quarter to quarter, semester to semester, and year to year."

Members indicated in the area of becoming fluent readers, writers, and speakers, students also need "grammar, the structure of the English language and these need to be delivered across all four years with the end goal of 'enculturation'". As one member stated, "That's what it [school] and English instruction are all about."

Shared patterns of behavior

The English department shares, adheres to, and follows the pattern of delivery of instruction, student performance, and assessment. This pattern was evident in the design of their curriculum and the operation of the department. As stated previously, most teachers believed in and worked toward making students more fluent, and "enculturating" them by delivering the body of knowledge known as "English." Members indicated, "It is the duty of the students to grasp what is presented."

Most adhered to the idea of content-driven curriculum coming from the texts assigned to each class. Members remarked, "I am having trouble getting through

grammar" and "I'll never get through Mockingbird." Still others remarked in response to shortened schedules "...with all these interruptions, we will never be able to cover the material..." and "I will never finish..." It should be noted that there was no pressure by the administration to cover a certain amount of content. This motivation seemed to come from the teachers themselves.

Underpinnings

The idea of a "fixed" body of knowledge that has intrinsic value is a deep-rooted habit in the culture, evident from teacher responses and observed behavior. Most indicated this knowledge was "dispensed to this group" as they moved through the same system (e.g., grade school, high school, and college). Members often talked about "how things were when we were in school." One member stated, "I became an English teacher because I love literature, and I think it is important."

Area 4: Instructional Methods

Traditions

The English department seemed to spend the majority of instructional time in what would be described as a "teacher-centered, lecture mode." Observations during the studied time frame revealed that members presented the information to the students using a variety of methods ranging from blackboard use to computer-delivered visuals. Members stated about content delivery, "I like to use of the blackboard, and the overhead" and "I use a traditional podium-delivered lecture, just like I have used for the last 20 years."

In 20 random observations by the examiner during the studied time frame, 14 instances of this mode were observed. The other six observations revealed group work using what members termed "cooperative learning" or group work. Members indicated they often used group work, but most described it in a traditional manner that centered on presenting studied concepts. Students were not asked to solve problems, divide jobs or negotiate the power and leadership in the group. Many responded, "This is a good way to engage students who would otherwise not be engaged" and "It gets students in healthy competition with each other." Nonetheless, many still expressed discomfort with this approach, and a number of members described it as a "time-waster."

Shared beliefs

As a group, members indicated they felt most comfortable when instruction was teacher-centered. They viewed the teacher as the "dispenser of knowledge." Most commented, "I like to teach...", or "I run my class in this manner...", or "I give my students the information and concepts."

In addition, the group held the view that students should be active, but not overstep the "line" of empowerment. Responses included, "I like my students to be active in their learning, but they need to be able to function in a classroom, showing respect toward others and me," and "He was a joy to teach, but he would often go too far...he was hard to control." As previously noted, the department seemed to have a stance, often unstated, on behavior and its effect on grading.

Relating back to the belief that members indicated there existed a body of knowledge that was unique to the discipline of English, it follows that the idea of content coverage was also strong. As stated previously, members talked in terms of "covering material" and "getting through chapters in the text." It should be noted that there were no measures put in place to "force" members to cover a certain amount of material. It was clear that most of this motivation came from the teacher themselves. One member summed this up by stating, "I don't feel that we are pressured by the administration in what we teach. We are lucky; it's not like that everywhere."

Shared values

Members indicated that they valued the idea of order and control in their instruction. Most stated they, "spend at least two hours per day planning their instruction." Some representative statements included the following:

"I don't like the feeling of going into a class not knowing exactly what I will be doing."

"I am a fanatic when it comes to planning. I know some teachers who will just walk into a class and teach. But I think this does a real disservice to students. I could never do that"

Members also indicated that covering content was important. As stated previously, members often talked in terms of "getting through grammar," or covering certain "works of literature." One member's statement summed up the group's value in this area:

One thing that really scares me about some of the new movements in education is the fact that there is no longer a value on the importance of the content of our field. What will happen to English?

Shared patterns of behavior

Members indicated they used the textbooks assigned to a given class to guide their instruction. One stated, "I use the orange [grammar] book early in the year, and alternate with the green [literature] book." Another stated, "...thanks to the blue book and support materials, the class almost teaches itself." As stated previously, the most common form of delivery was teacher-delivered lecture using either the overhead projector or the blackboard. 14 of the 20 random observations fell into this mode. Some members indicated they used the computer labs in instruction, but these provided even more structure. Lab rules required that students stay in their seats, and the layout had the teacher on a raised platform above the students.

Area 5: Classroom Procedures

Traditions

The majority of this group used what would be described as the traditional classroom layout with the teacher in front and center, and with desks in incremental rows facing the teacher. All members' classrooms fell into this mode. It should be noted, however, that several members made use of numerous computer labs. Although, the desk layout was a bit different in the labs, the overall structure was the same. In fact, the teacher sat on a raised platform slightly higher than the students. Older members of the group indicated, "This is the way it has always been done here."

Most members described their classrooms as "teacher-centered" and defined their role as "helping students understand the material." Some representative statements included the following:

"This is longstanding tradition in the department."

"[The current system] did not differ greatly from when they were in school."

Teachers indicated the role of the student should be "active" but should not "disrupt" the learning of "others." Students mainly played the role of receivers of knowledge. If they strayed out of this role, they ran into problems. Members referred to these students as "not being able to handle any structure" or "not conforming to classroom rules."

Shared beliefs

Most members indicated they were "hesitant" and "uncomfortable" relinquishing any of what they perceived as control in the classroom. Members stated,

I just don't think it's right for a student to make decisions about what should be taught or not taught in a class. I can just imagine the results if my students decided what we would be doing in class.

I'm not comfortable with what is going on in education [a movement toward student empowerment]. This is a dangerous position we are putting ourselves in as educators. We could all end up watching Beavis and Butthead all day.

There seemed to be some conflict in the area of beliefs about the classroom. As stated previously, most viewed the classroom as a teacher-controlled environment that fostered learning. Responses included the following:

"I try to make my classroom a good place to learn. A place where students aren't afraid to take risks."

"I want my classroom to be somewhere students like to come, within reason, of course."

On the other hand, Many members expressed the desire to "tear down the walls of the classroom" and "allow students more freedom in their learning." One member stated, "Students should be given more freedom to learn at their own rate in the classroom." This view, however, caused many teachers to be uncomfortable. Some comments included the following:

"Sometimes I am afraid of what people [colleagues] think when they walk past my room and I am trying something new."

Observations conducted during this studied time frame revealed many teachers who stated they would like to try a more "progressive" style, were not practicing it, even though it was encouraged by the administration.

Shared values

The members of this culture indicated they valued order in the classroom. In addition, many indicated that they perceived this concept as being associated with successful teaching. This value was evident in one teacher's description of a colleagues' class. She stated:

Her classroom is like a three-ring circus, I don't know how anyone [students] learns anything in her class. Her students were talking loud and running around the room.

In addition, others made statements such as this: "I don't mind students being active learners, but there is a limit to their activity. This isn't the carpeted area [the special education department]."

As stated previously, content coverage was an important factor in the classroom procedure of this group. Teachers talked in terms of "getting through material" and "covering everything I need during class." The importance of this factor was evident in their reactions to changes in the daily schedule, which they perceived as affecting their coverage of content.

Norms

Members indicated they held strongly to the norm of "tracking" students according to ability. One member stated, "Of course I have multiple levels of students in my class. I don't buy that 'everyone can learn' bull." Another commented,

I don't believe everyone is capable of being an 'A' student. Some kids are low; some kids are high. They low ones can work as hard as they want, and they will never be at the same level [as the high ones].

Social Studies Department

The following results represent the coded responses of those interviewed in the social studies department, combined with data gathered from observations and examination of documents, during this study's time period.

Area 1: Grading and Assessment

Traditions

Responses by the members of the social studies department indicated they held strongly to the concept of normative assessment as opposed to performance or criteria assessment. Responses concerning grades included the following:

"My class grades are usually spread out pretty evenly--a few A's, some B's, mostly C's, and some below this point,"

"I usually curve my grades. I find that it works out better for those that struggle at the bottom."

The majority of those interviewed from this group indicated that they use some kind of "curve" in assigning grades often, as one member stated, "to keep people from failing not to punish those at the top."

Members also indicated that the grading procedure they used was similar to, as one member responded, "the same one I used when I started teaching." One member responded:

My grading procedures haven't changed much over the past 12 years. Part of this is due to the classes I teach. I truly believe that there are different levels of students. A pass/fail method does not get at these levels.

Another responded, "I know there is a push by the current administration to do away with the 'tracking' of students, but I don't think this is realistic."

Members of this group had a strong tradition of stressing letter grades. Again, members talked openly about students being "'A' students" and 'B' students." One member stated, "One area that is really a joke is the gifted program. I know 'D' students in that thing."

None of the members indicated a move toward nontraditional grading (e.g., portfolio assessment, authentic assessment). In fact, many members responded that the movement toward these practices in the school "watered down the curriculum, making it too easy for students." and "Practices like that [portfolio assessment] really don't work. How can students honestly decide what is taught?"

Members of this group indicated a strong tradition in stressing citizenship. One member responded, "I view the classroom as a microcosm of the world. Students need to get along in class. I have no problem with tying their grades into this factor."

Shared beliefs

Most members indicated they perceived grades as accurate indicators of student performance. Following are some representative responses:

"I view my grades as pretty good at telling me how a student is doing in my class."

"It's hard to earn an 'A' in my class. A student really has to work to hard to achieve this mark."

In reference to the traditional assessment tool of letter grades (A, B, C, D, F), members indicated they would have a difficulty "adopting a pass/fail grading system."

One representative response included the following:

I don't think there is always a clear line between pass fail. A traditional grading system is more accurate. It's a real disservice to students to get them used to a pass/fail system. College and the real world are not pass/fail, high school shouldn't be either.

Shared values

Members in this group indicated they valued interaction in the classroom.

Responses included the following:

"I like my students to be active, to question things, to question each other."

"I base a good chunk of a student's grade on the way they conduct themselves in class. He or she must exhibit appropriate social behavior."

"I won't put up with crap [misbehavior] in the classroom. They don't pay me enough to do that."

Most defined socially appropriate behavior as "respect toward teacher, self and others." One member responded, "I think this generation has really lost the art of manners, both toward teachers and toward their peers. Not everyone, but many."

Shared norms

In the area of grades and grading, the group seemed to put emphasis on a large number of grades during the quarter and the semester. When asked about the number of grades given during a quarter, responses ranged from 20 to 53.

Respondents indicated that they viewed large numbers grades as more "accurate" than one or two measures. One representative statement included:

How in the world can someone accurately measure whether or not a student is grasping the content by giving them one test a quarter? Or a portfolio a semester?

Most members also indicated that increasing the number of test items enhanced the reliability of assessment devices. In random observations of 10 tests during the studied time frame, the majority contained from 100 to 150 items. Members also indicated that they "create" their own tests and spend from "10 to 20 hours a semester" generating these documents.

Assessment procedures and methods utilized by the social studies department tended to be very traditional. Observed assessment devices consisted of "paper and pencil" tests and quizzes that seemed to focus on recall. For example, seven out of ten items on three randomly observed instruments in the classes of Global Studies, World History, and American Studies consisted of direct recall of facts from assigned readings.

On the issue of student performance in the classroom, members responded that they could tell if a student was doing well "by the way they responded in class." One member responded,

You can see something in their eyes. It's easy for a good teacher to see this in a student. I can tell without even testing them whether or not they are getting it.

Shared Patterns of Behavior

The social studies department followed the traditional patterns of delivery of content and recall assessment of this content. Random observations of ten lesson plans conducted during the studied time frame revealed, without exception, these patterns. For example, one specific unit in American History class revolved around the Civil War. This unit was broken down into sections which spanned the course of three weeks. A test was administered at the end of this unit to cover the previously assigned sections. This pattern was described as "common" by one member.

Another stated about recall testing, "How else would you measure this content?"

Random observation also revealed this group spend a great deal of time computing and recording numerical and "letter grade" scores in their gradebooks. Two of the observed members used a computer grading program. Some observed gradebooks consisted of a system of numbers, letter grades, and figures that could be described as complex (e.g., more than five symbols with averages that were "weighted").

The members indicated they perceived their assessment devices as being valid and reliable measures of student performance. Some representative statements included:

"I constantly change and revise my tests."

"I get pretty consistent results with them. Yes, I view my tests as accurate."

Members also indicated that they performed little, if any, item analysis on their assessment devices. One respondent stated, "I don't do any 'number crunching'

after I run a test to determine if it was valid. I would rather spend that time helping my students."

Underpinnings

Responses and observations of these members indicated that they held a perception of a body of knowledge defining their field. They viewed assessment as one way to accomplish this task. There were no common departmental tests used for evaluation.

This group's shared culture also afforded a great deal of control to the teacher and the department. He or she had power in making decisions about what was delivered and how it was assessed. It was very much locked into traditional and "accepted" content in the discipline. Students had very little decision or power in determining what was learned. In fact, many members did not adhere to the idea of student input into decisions related to grading. One member responded, "We tried that whole student empowerment thing in the 70's in 'open school.' I taught in one of those schools. It didn't work then and it wouldn't work now."

Area 2: Time and Sequence

Traditions

Members indicated a tradition of sequential movement from one class and grade to another. Freshman coming into the department were assigned to one of two classes (Global Studies or World History), sophomores were required to take Civics or World Cultures, juniors were required to take American History, and seniors

could choose between Psychology or Philosophy. One member stated, "Our content is definitely sequential; certain concepts build on others. We, as a department, have worked hard to put it together in this manner."

Content was "chunked" and presented to students in a "part-to-whole" format. For example, the content of World History was taught in chronological sections according to dates. Students were then assessed on the degree to which they could recall these sections and dates.

Instruction in this department followed the pattern of presentation. One response to the manner in which content was presented included, "Our discipline is mainly centered around a body of knowledge that students must comprehend. It is the job of the teacher to give them parts of that. It is the job of the student to put these parts together."

Observations conducted during this study revealed this idea of integrating content was consistent throughout the department.

Shared beliefs

Members indicated a strong belief in sequential movement from "class to class and grade to grade." Some responded, "Students should move from one class to another, and concepts should naturally build on each other." Another member stated,

I think that our present system of classes is very well-ordered. It took a lot of thought on the part of the department. We worked on this in numerous department meetings.

The social studies department also held firmly to the idea of part-to-whole learning. Both in word and in actions, this department exemplified the idea of giving

students a set of subskills with movement toward an integrated whole. The overall curriculum of the department could be described as well-ordered and very linear and sequential.

Analysis of the department's curriculum revealed courses were organized around general areas, goals, and objectives. These objectives were what organized day to day lessons; goals, in turn, organized weekly and monthly plans; and classes worked toward covering these identified areas.

Shared Values

The social studies department held firmly to the idea of incremental movement toward an integration of a body of knowledge. Some representative responses included:

"I do believe that there is a certain body of knowledge called social studies that students should possess. Our job as teachers is to present and help students gain understanding of this body of knowledge."

"a good student will put it all together."

Shared Norms

Members of this group indicated they held firmly to the idea of sequential movement from lesson to lesson, unit to unit, and grade to grade. This movement was very much locked into a content-driven mode. Most classes and learning were designed around an assigned textbook. For example, American History centered around an assigned textbook chronologically ordered from the Revolutionary War to

the Gulf War. One member stated, "I view my job as breaking the content down into understandable units, and presenting these units to the students. This approach has always worked well for me."

Teachers also seemed to adhere to the idea of movement from "part-to-whole." Most observed instruction during the studied time frame consisted of teaching students a set of subskills and relying on the students to integrate these parts into a useable whole. For example, the Global Studies class was segmented into regions of the world. Instruction centered around giving students information about these regions and then testing them on recall. One observation of a student from this class had him memorizing a map of Africa. The student stated, "I need to memorize each of these countries for the test next week."

Shared patterns of behavior

The factor of time was most obvious in the workings of the classroom and the school. As at many high schools, periods were a specific number of minutes in length (50 minutes) and days were ordered in a specific number of periods (eight periods). Members internalized these structures and they became "habit." If this structure was interrupted for any reason (e.g. shortened schedules, assemblies, early dismissal etc.) it seemed to cause problems. Members stated:

"I hate the way they [the administration] has ordered the calendar this year. All those interruptions in the days make it hard to teach."

"Why do we get all these half days. They are a pain!"

The semesters were divided into quarters, and progress reports about student performance were sent every eight weeks. Observations during the studied time frame revealed members of the department gave weekly tests, and most days there was some sort of assessment device, whether it be a quiz or a test. Classes were divided into units, and each unit was divided into lessons. At the end of the units, a unit test was given, and at the end of the semester, an exam was given, covering all the concepts up to that point. These unit tests were usually in "pencil and paper" format. Time and sequence seemed to be the controlling factor in this system.

Underpinnings

The idea of controlled, sequential movement from concept to concept, lesson to lesson, and grade to grade seemed to work well for the members of this group. Respondents often made comments about this structure: "The way our system is presently structured seems to work pretty well. We have tried other ways, and they haven't worked so well."

In addition, this made for a system that members seem to perceive having control over, especially in the area of content. Responses to the extent of knowledge in the area of social studies included, "I think the present system allows for a great deal of content coverage." Members indicated that they perceived "good control of the working of their classes. It took a long time to get to this point."

Area 3: Curriculum/Content

Traditions

Members of the social studies department indicated a strong tradition in believing that an "accepted" body of knowledge known as social studies existed. One member stated, "Every student needs to know facts about American history and government. Now more than ever, we need to teach students how to be good citizens. That is one thing we do well in this department." Most believed it was the job of the department "to pass this knowledge on to the students." This culture viewed the purpose of a curriculum as teaching students or putting this knowledge into the minds of the students. Members commented, "A necessary core of knowledge exists that every student should know."

Members' responses further indicated that the body of knowledge they knew as social studies was "fixed," for the most part. Members stated, "I truly believe that history is something that does not change. It is fact written on a timeline." One teacher summed up the concerns of many by stating, "I am afraid with our recent movement toward outcomes, we will lose what we know as social studies. We will be teaching students to just get by."

Along with this idea of a fixed body of knowledge common to the discipline, is the tradition of content coverage. It follows that if a body of knowledge exists as members in this department indicated they believed, and if the goal of teaching is to give this knowledge to the student, then it is integral to cover this body of knowledge

in a limited amount of time (e.g., four years of high school social science). Some representative statements included:

"One of the frustrations that I have as a teacher is the fact that there is too little time and too much material to get through in a single period."

"I never finish the amount of material I set out to finish. I feel guilty sometimes."

Shared beliefs

Members in this group indicated they believed that a "body of knowledge" existed called social studies as stated previously. Most members defined it as "history, government, social interaction, and civics."

This group also indicated they believed this body of knowledge was "fixed" in many areas. For example, One member stated, "one thing that frustrates me is the fact that many of the texts we get vary. I mean, it is either one way or another." Another member who taught psychology described her content as, "Almost the exact same material I learned in my entry-level psych class in college."

Members also indicated they believed that what they taught was of "great importance" and had a great deal of "real-world application." Members stated, "I can't think of a more important subject area than ours right now. We have a real problem in this country with ethics." Another stated, "Hopefully, we can learn something from history."

Members in this department indicated they believed in content coverage and content-driven courses as opposed to process-driven courses. Observation revealed

most classes were organized by a social studies textbook, along with other readings and works. Curriculums for each class followed the textbooks. Members also seemed to stress the importance of college preparation. One representative statement included, "I think as a teacher, we value education." Members also seemed to put a large value on the process of college preparation. Many stated they viewed it as a "priority" in their teaching. This also reflected the belief that the job of the high school teacher was as one member stated, "to give students the skills they need in college."

Members also seemed more comfortable when content was teacher-generated as opposed to student-generated. Although many teachers responded that they gave their students choices, these often involved choosing between preselected books, and never did they determine what would be taught in a given class. Nowhere either in description nor in behavior did any respondents empower students or give them "voice" concerning what is done in a classroom. In fact, many respondents voiced genuine concern, and even at times fear of student empowerment. One member summed up the ideas of the group by stating:

What in the heck is education coming to? The next thing you know, we will be letting the kids do whatever they want. We have gone crazy with this student power thing. When will it end?

Shared values

This department put a very high value on the specific body of knowledge (concepts, ideas, and texts) they perceived as making up their discipline. Members often talked about "concepts and events that shape our field." Members also indicated

they stressed citizenship and ethical behavior. Some representative statements included the following:

"I try to set my class up as a microcosm of the world. This helps students get along together and learn."

"We, as educators, are asked to do more now than just teach what is out of the book. We also must teach ethics, and model them too."

Shared norms

This group indicated they viewed content as a preset entity and agreed upon body of knowledge. Most classes observed during this time frame followed one assigned text. One member stated, "My classes follow the text, working our way from page one to the end." It should be noted that a teacher could change texts if they wanted. The administration gave them this flexibility if they so desired it.

In addition, most adhered to the idea of "part-to-whole" incremental learning. This was evident in the manner in which members structured their lessons. For example, one observed week long lesson plan consisted of the events that led up to the civil war. This was divided into one studied cause per day with assigned supplemental materials. Students were then expected to integrate these parts on a unit test at the end of the week.

Shared patterns of behavior

The social studies department shared, adhered to, and followed the pattern of delivery of instruction and assessment. This pattern was evident in the design of their

curriculum and in the department's operation. As stated previously, most believed in and strived toward making students more fluent in the body of knowledge known as social studies. One member summed up the feelings of many by stating,, "it is the duty and responsibility of the students to grasp what was presented in a class."

Most adhered to the idea of content-driven curriculum coming from the texts assigned to each class. Represenatative statements included the following:

"I am having trouble getting through my material, the school calendar this year is horrible."

"I'll never finish the revolutionary war by the quarter."

It should be noted that there was no pressure by the administration nor the department head to cover a certain amount of content. This motivation seemed to come from within the teachers themselves.

Underpinnings

The idea of a "fixed" body of knowledge that has intrinsic value was a deep-rooted habit in this culture, evident from their responses and observed behavior. Most indicated this knowledge was "dispensed to this group" as they moved through the same system (i.e. grade school, high school, and college). Members often talked about, "How things were when we were in school." One member stated, "I became an history teacher because I love the subject, and I think it is important for students to get this knowledge."

Area 4: Instructional Methods

Traditions

The social studies department seemed to spend the majority of instructional time in what could be described as a teacher-centered lecture mode. Observations during the studied time frame revealed that members would dispense the information to the students using a variety of methods including the blackboard and the overhead projector. Responses concerning content delivery were as follows:

"I like to use the overhead projector to present my content,"

"I have been using the computer lately with the overhead projector. this seems to work well in getting the content to the students."

In 20 random observations by the examiner during the studied time frame, 18 instances of this mode were observed. The other two observations revealed students working quietly in their seats (e.g. silent reading, test taking)..

Shared beliefs

As a group, members indicated they felt most comfortable with teacher-centered instructional modes. One member stated, "I view the teacher as the dispenser of knowledge." Other comments included the following:

" I like to teach..."

"I run my class in this manner..."

"I give my students the information and concepts and its their responsibility to put these together..."

In addition, members in this group held the view that students should be active, but not overstep the "line" of empowerment. One statement that summarized this idea was as follows: "I like my students to be active in their learning, but they need to be able to function in a classroom." Another member stated, "Students should show respect toward others and me, if they overstep that line, there will be big problems." One member commenting on a student remarked, "She had a real problem, really hard to control." As previously noted, the department seemed to have a stance, often unstated, on behavior and its effect on grading.

Relating back to the belief that members indicated there exists a body of knowledge that is unique to social studies, it follows that the idea of content coverage was also strong. Members talked in terms of "covering material" and "getting through chapters in the text." It should be noted that there was no motivation by the department or administration for members to cover a certain material. It was clear that most of this motivation came from teachers themselves.

Shared values

Members indicated that they valued the idea of order and control in their instruction. One member echoed the values of the group by stating "I spend at least three hours per day planning their instruction." Some representative statements included the following:

"I am a real organization freak. I hate the idea of going into a class without a lesson plan."

"I am a fanatic when it comes to planning. I know some people who will just walk into a class and teach. But I think this does a real disservice to students. I could never do that."

Members also indicated that covering content was important. As stated previously, members often talked in terms of "getting through specific chapters," or covering certain concepts. One member stated:

What will happen to our field of social studies with the present movement by the district toward outcomes based? This is one fact that really worries me.

Shared patterns of behavior

Members indicated they used the textbook of a given class to guide their instruction. One member stated, "The current text that we use for "American History" is a good one. It really focuses on good concepts that I feel are important." As stated previously, the most common form of delivery was teacher-delivered lecture using either the overhead projector or the blackboard. 18 of the 20 random observations fell into this mode. There was no use of computer labs in this department.

Area 5: Classroom Procedures

Traditions

All classes in this group could be described as traditional, with the layout of the teacher in front and center, and with desks in incremental rows facing the teacher. All members' classrooms fell into this mode with no variation. Representative statements included:

"I believe this layout works best in controlling a classroom and presenting material,"

"I have tried other configurations, but none have worked as well as this one."

Most members described their classrooms as "teacher-centered" and defined their role as "helping students understand the material." Most members also stated this was longstanding tradition in the department and that the current system "did not differ greatly from when they were in school." They indicated the role of the student should be "active" but they should not "disrupt" the learning of "others." Students mainly played the role of receivers of knowledge. If they strayed out of this role, they ran into problems. One members referred to these students as "not being able to handle any structure" or "not conforming to classroom rules." One member indicated:

"These students will just fail anyway. If you can't get along in this class, how will you ever survive outside of the school?"

Shared beliefs

Most members indicted they were "hesitant" and "uncomfortable" relinquishing any of what they perceived as control in the classroom. Some representative responses included the following:

I just don't think its right for a student to make decisions about what should be taught or not taught in a class. I can just imagine the results if my students decided what we would be doing in class.

I'm not comfortable with what is going on in education [a movement toward student empowerment]. With the problems these kids bring to school (i.e. guns, violence, domestic turmoil), they need all the guidance they can get.

Most teachers in this group viewed the classroom as a teacher-controlled environment that fostered learning. One member stated:

I try to make my classroom where students aren't afraid to take risks, at the same time, students must know they are accountable for their actions. I don't take any garbage in class.

Another member stated, "I want my classroom to be somewhere students like to come, within reason, of course."

Shared values

The members of this culture indicated that they valued "order in the classroom." In addition, many indicated that they perceived this concept as being associated with successful teaching. This value was evident in one teacher's response to a colleague's class. She stated, "Her classroom is like a three-ring circus, I don't know how anyone [students] learns anything in her class. Her students were talking loud and running around the room." In addition, many stated, "I don't mind students being active learners, but there is a limit to their activity. This isn't the carpeted area [the special education department]."

As stated previously, content coverage was an important factor in the classroom procedure of this group. Teachers talk in terms of "getting through material" and "covering everything I need during class." This importance of this

factor was also evident in their reactions to changes in the daily schedule, which in turn effected their coverage.

One member summed up this idea of content coverage by stating:

I really resent all of these meetings. It is almost impossible to get anything done when there are so many interruptions in our day to day routine. I think this really detracts from the curriculum.

Shared patterns of behavior

Members of this group also held fast to the idea of ability tracking, as well homogenous grouping of students. One member stated,

Have you ever had a class with a number of different level students in it? I had two over the last three years, and they were all disasters. What we end up doing is 'watering down' the class and teaching to the lowest level.

Another member commented on levels of learners, "that's what got me so frustrated with the gifted program. They would put everyone in that class, not just the top 3% of the students." The idea of student equity was not embraced by this group.

Section II: Proposed and Implemented

Pilot Programs

One of this study's purposes was to identify the types and kinds of pilot programs implemented and proposed in both the English department and the social studies department during the studied time frame. The following analysis identifies the number and kinds of OBE pilot programs implemented and proposed during this study's time frame by both target groups (English and social studies).

OBE Pilot Program Background

In the spring of 1993, a district strategic planning committee was formed consisting of both district and building administrators, and teachers. This group met approximately every other week during the studied time frame and made pragmatic and administrative decisions regarding the steps taken to move the implementation of OBE forward in an efficient manner. This group's main goal was to create a plan to implement the reform effort into the district (section III of this chapter provides a detailed analysis of the implementation procedure).

One of the first tasks this group undertook was the development of five-year action plan that outlined the process for implementation (see Appendix B). This study focuses on the early implementation stage of a planned change; therefore, it focuses on the first year of this plan. In the first year, the two key areas the committee targeted were (1) increasing the awareness of OBE on the part of the faculty, staff, students, and community, and (2) encouraging pilot programs at the classroom level.

The committee identified the following areas as appropriate for pilot programs.

They then made efforts at informing the faculty about these opportunities for pilot programs. It should be noted that all pilot programs were voluntary; No one was required to implement any of these programs. Figure 6 outlines these areas.

Grading: Mastery learning is an integral part of OBE beliefs and practice (Burns, 1987, Schleisman & King, 1990, Spady, 1982); therefore, teachers can adopt an "A, B, Incomplete" grading scale. Students would then be forced to perform at an 80% or better accuracy to receive credit for a given class.

Authentic Assessment: Performance assessment focuses on students performing tasks in a realistic context. This mode often takes the form of portfolio assessment (Marzano, 1994) and, in a broad sense, require that students set priorities and achievable goals, monitor and evaluate progress, create options for self, assume responsibility for actions, and create a positive vision for self and the future (Redding, 1992)

Classroom Changes: Changes in the structure of given classes. This area often takes the form cross-disciplinary classes that cut across subject matter and focus on higher-level learner outcomes rather than content. This change in structure often includes classes that have a "real-world" connection outside of school (i.e. local businesses, hospitals, hotels etc.)

Curriculum Revision: Teachers were encouraged to revise the current curriculums in given classes to focus on higher-level learner outcomes rather than content goals and objectives.

Fig. 6. Areas for OBE pilot programs: '93-'94 school year.

The OBE strategic planning committee used a number of methods to inform faculty about pilot programs from April 1993 to June of 1994. First, the committee's monthly newsletter had a section devoted to these programs. This section both informed faculty about programs being proposed and implemented, and tried to

encourage more programs. Second, each department chairperson was required to discuss these opportunities with their members at monthly faculty meetings. Third, the planning committee announced the availability of pilot programs at building meetings throughout the studied time frame.

Figure 7 summarizes the number and types of proposed and implemented OBE pilot programs in both the English and social studies department during the studied time frame.

English/Social Studies	<u>Implemented</u>	<u>Proposed</u>
Grading	2/0	2/0
Authentic Assessment	2/0	0/0
Classroom Changes	1/1	0/0
Curriculum Revision	0/0	0/0
Total	5/1	2/0

Fig. 7. Number and types of OBE pilot programs: implemented '93-'94 school year, proposed '94-'95 school year

Implemented OBE Pilot Programs

Grading

Two classes in the English department implemented an "A, B, Incomplete" grading scale during the '93-'94 school year. These classes included sections of 9th grade English 10th grade English. In these classes, students would be required to perform all assessment tasks at an 80% or higher accuracy rate. If students failed to

meet this criteria, they were required to retake the test, quiz or other assessment device until they performed at this target level. All three classes were proposed in the fall of 1993 and implemented in the winter and spring of 1994.

No classes in the social studies department implemented an "A, B, Incomplete" grading scale during the studied time frame.

Authentic Assessment

Two classes in the English department implemented portfolios as the main source, or one of the main sources, of evaluation during the '93-'94 school year. Marzano (1993) defines a portfolio as a collection of materials and work in a class that demonstrates a student's ability and performance. He holds that students need to make choices, evaluate these choices, and reflect on these choices.

College Composition used portfolio assessment in determining student grades during the '93-'94 school year. Students worked over the course of the semester at compiling a writing portfolio that demonstrated their growth and ability. They received two grades: (1) a quarter grade, and (2) a final grade which was agreed upon in a conference between the student and the teacher. This class also used a scoring "rubric" in determine performance on individual assignments (See Appendix F).

Freshman Studies also used a portfolio format to assess students over the course of the semester. However, unlike College Composition, this was only one of many grades students received. The process used in this class was similar to that of Composition. Students compiled a portfolio over the course of the semester. During

this process, students made choices about what would be included, and reflected and evaluated these choices.

One difference, however, in this class was the use of "Student-Led Parent Conferences." The compiled portfolio centered around planning, conducting, and evaluating a conference with a student's parent or guardian.

No classes in the social studies department implemented a procedure using authentic assessment as the main or one of the main determiners of student grading during the studied time period.

Classroom Changes

One class in the English department and one class in the social studies department implemented an OBE pilot program that effected the dynamics of the traditional classroom. This change was the cross-disciplinary class called Freshman Studies.

Freshman Studies was a class that utilized a "teaming" approach that combined English, social studies, and science. Instead of being organized around traditional content, this class focused on higher-level thinking skills that cut across the curriculum. For example, in one unit, the team focused on the concept of "systems" and worked toward showing students how this concept transcends content and is a part of all three subject areas.

Curriculum Revision

OBE pilot programs in this area focused on revising current curriculums so they were not organized solely on content, but were reworked so they focused on the district's learning outcomes (See Appendix C).

No classes in the social studies department nor the English department implemented a pilot program that focused on revising curriculum during the '93-'94 school year.

Proposed OBE Pilot Programs

Grading

Two OBE grading pilot programs in the English department were proposed for the '94-'95 school year. One was in 9th grade English and one was in American Literature (11th grade). Both proposals would indicated they would be adopting an "A,B,Incomplete" grading system.

No OBE grading pilot programs were proposed by the social studies department for the '93-'94 school year.

Authentic Assessment

There were no OBE pilot programs proposed by the English department nor the social studies department for the '94-'95 school year in the area of authentic assessment.

Classroom Changes

There were no OBE pilot programs proposed by the English department nor the social studies department for the '94-'95 school year in the area of classroom changes.

Curriculum Revision

There were no OBE pilot programs proposed by the English department nor the social studies department for the '94-'95 school year in the area of curriculum revision.

OBE Pilot Program Summary

There were a total of eight OBE pilot programs both proposed and implemented during this study's time frame. Six were implemented and two were proposed. The English department implemented five and proposed one pilot program. The social studies department implemented one and proposed no pilot programs.

1. The English department implemented two pilot programs in the area of grading; two pilot programs in the area of authentic assessment; one pilot program in the area of classroom changes; and no pilot programs in the area of curriculum revision.

2. The English department proposed two pilot programs in the area of grading; no pilot program in the area of classroom changes; and no pilot program in the area of curriculum revision.

3. The social studies department implemented one pilot program in the area of classroom changes.

4. The social studies department proposed no pilot programs in the areas of grading, authentic assessment, classroom changes, nor curriculum revision.

5. The following section will present an analysis of the early implementation process followed in this study.

Section III: Description of Early Implementation

Process for the Target Reform

The following description and subsequent analysis represents one district's implementation procedure used in a systematic reform effort. This study will focus on the early implementation stage of this effort which spans the time frame of approximately 15 months (February 1993 to June 1994). This period began with the district's administration's decision to explore and implement an outcomes-based curricular model (OBE), and ended with the board of education's adoption of the generated learning outcomes.

The decision to explore and to eventually commit to an outcomes-based system was made by the superintendent, along with his assistants in late January of 1993. This decision was based mainly on two factors: (1) a state-wide mandate, and (2) the desire to remain progressive and proactive as a district.

The first factor affecting the decision to explore and implement an outcomes-based system was "The Illinois School Improvement Plan" which identifies seven mandated areas that must be addressed by all public schools in the state. These consist of (1) school demographics, (2) learning outcomes, standards and expectations, (3) instruments and procedures for assessment, (4) analysis of school level factors, (5) evaluation, (6) establishing new targets, and (7) reporting to the public (Illinois School Recognition System, January 1993). The district's administration was particularly concerned with the second area identified as "Learning Outcomes,

Standards, and Expectations." This area calls for the identification of comprehensive learning outcomes in all fundamental learning areas. These outcomes should address the "State Goals for Learning," and are much broader than traditional classroom objectives. The criteria for these outcomes is as follows: they must (1) define what a student must know and be able to do to achieve each learning outcome, and (2) identify the criteria used to determine when an outcome has been met ("Illinois School Recognition System," January 1993).

The second factor influencing the decision to explore OBE relates to the progressive history of the district. Its leadership has always assumed a proactive stance in regard to reform and school improvement. Past reform efforts included cross-disciplinary instruction, collaborative learning, and computer-delivered instruction, along with many others. The district viewed an outcomes-based curricular system as a positive method to improve learning and to remain "cutting edge" in regards to reform and education. Both of these factors influenced the decision to embrace this curricular approach. A detailed description of the process, ordered according to months, follows.

February 1993

The first step in the process to explore and implement OBE into the district, buildings and classrooms was to create better knowledge and awareness on the part of administration and other key players in the reform effort. Therefore, it was felt by the district's administration that if the board and other building level administrators didn't have a solid foundation in the concepts of OBE, or if they were not familiar

with the concept and process of strategic planning, a system to increase awareness should be put into place. It was decided to contract an external consultant from William Spady's "High Success Network" to aid in the building of awareness of both OBE and strategic planning.

A relatively small group (10-12) met with Dr. Charles Schwann, a member of William Spady's "High Success Network" in charge of aiding schools with the implementation procedure used with OBE. Dr. Schwann presented a overview of the OBE concepts and implementation process. Most came away from this session willing to embrace the concept. It was obvious to them the current traditional system often churned out students who earned satisfactory grades, but fell significantly short of possessing skills necessary to perform meaningful activities outside of school. They also felt it had great potential for improvement on the present system.

March 1993

The next step in the process was to send a core leadership group to gain additional insight into the concepts of OBE. Several administrators, including the superintendent; the assistant superintendent of curriculum; the assistant principal of curriculum in each building, and a number of teacher leaders were sent to a three day conference on OBE in Denver, Colorado. There they were introduced to the concepts of OBE and given suggestions for implementing the system into the district. This conference provided these individuals with the ability to articulate the concept of OBE, as well as the ability to provide a rationale for OBE with an overall understanding of strategic planning. Most of the material presented at this time was

very theoretical in nature, with few specific strategies for practical application, especially at the classroom level.

The participants who attended this indicated positive attitudes about OBE and its possibilities for the district. They verbally indicated in follow-up meetings that they "were anxious to share the information acquired at the Denver conference. Participants stated, "we have a chance to truly change the system" and "I believe OBE can be successfully implemented into our schools. This is an exciting change from the traditional way we conduct school."

March 1993

An early step in the implementation process was the creation of a district strategic planning committee. This process started in March and was completed in April; it included most participants who attended the March conference with the selection of this committee completed by each building principal working with the superintendent and the assistant superintendent of curriculum. The group was relatively small and finally consisted of the superintendent, the assistant superintendent of curriculum, the two building principals, the two assistant principals of curriculum, four teachers from each building (individuals who were viewed as respected, responsible, and open to a new way of thinking), and an internal process consultant (the researcher). This group met approximately every other week, and made administrative and pragmatic decisions regarding the steps taken to move the implementation process forward in an efficient manner. This group's main goal was to create a plan to implement the reform of OBE into the district. This was

accomplished through planning, organizing, and facilitating the process so that the staff, the community, and stakeholder groups could give the Board their collective input.

One of the first tasks the committee undertook was the development of a five year action plan that outlined the process for implementation of OBE into the schools. Since this study was focused on the early implementation stage of planned change, it will describe and analyze the first year of this plan (See Appendix B). During this first year, The two key areas the committee targeted were (1) increasing the awareness of OBE on the part of the faculty, staff, students and community; and (2) encouraging pilot programs at the school and classroom levels.

June 1993

Another group of approximately 10 people (these included teachers, an assistant principal, a dean of students and a district administrator not on the planning committee) were sent to Vail, Colorado for a one week intensive conference on OBE and the need for educational reform. According to a feedback sheet each member completed after the conference, All indicated they viewed the conference as "positive" and "very worthwhile." Members indicated they returned "with a much better understanding of OBE. In addition, one member who had attended both the March conference and this one, responded, "This conference, unlike Denver [held in March] gave more practical advice on implementing OBE into the present system." Other members indicated that their "grasp on OBE was much firmer than before." Many members indicated they were "ready to try some of these strategies."

August 1993

At this time, the committee decided to contract with the OBE educational firm, William Spady's "High Success Network," to aid in increasing awareness and helping to implement the OBE system into the district's current system. Two more summer workshops were offered for the district's faculty during this month. Both were well attended (approximately 20 participants in each) on a voluntary basis.

The first session was practical in nature and was facilitated by a teacher who incorporated OBE concepts into her classroom. Participants at this session, mainly classroom teachers, responded on feedback evaluation sheets in a "positive" manner stating that "the information gained was very applicable and useful in their classrooms."

The second session was more theoretical in nature, and was led by an external consultant from the "High Success Network." According to feedback sheets, this session received a less favorable response than did the first session, especially from those who indicated they were not familiar with the curricular model of OBE. One of the concerns that began surfacing at this time was written by one participant, "OBE looks good on paper, but some of its underlying principles would be difficult, if not impossible, to implement in the current system." Many participants also indicated they would have "difficulty" envisioning a OBE system in the "transformational" sense (Spady, 1990). One member responded, "OBE is in direct contrast with the ideas I hold about teaching, learning, and schools in general."

The planning committee continued to meet over the course of the summer, preparing for the 93-94 school year and making decisions about a plan for implementation. The two areas that would be stressed early in the implementation process were increasing staff awareness and encouraging pilot programs.

Late August 1993

The planning committee decided to begin the school year by having the nationally renown "futurist," David Pearce Synder, address the faculty during the opening institute day. It was felt that this would increase the faculty and staff's awareness about the need for educational reform, without smothering them with the concepts of OBE. Synder addressed the faculty about the need for educational reform in light of a changing world; the knowledge explosion; and escalating local and global violence as we approach the 21st century.

According to feedback sheets completed by the staff at the close of the opening day, approximately 57% of the staff viewed the speaker as "useful" and "pertinent to their teaching." Some faculty responses included, "Snyder really opened my eyes to the need for change. " And "He had a good message, I think we as educators better start listening."

Approximately 30% of the staff indicated they felt the speaker was "interesting" but not "pertinent" to their teaching. One member summed up the feeling of this group by stating, "Snyder is just another reformer in a long line that we have seen and heard before."

Approximately 10% were against "changing the system." Members indicated, "Why fix something that isn't broken" and "it's all smoke from another fire." 3% did not respond.

September 1993

The planning committee continued to meet and make decisions about the implementation process. They also decided at this time to send another group of administrators and teachers to a national conference on OBE in October 1993.

October 1993

Another group of teachers and administrators was sent to a conference in Austin, Texas. The purpose of this conference was to increase the awareness of participants, and to get more staff "on board" in relation to OBE. The group included a district administrator, a building principal, a dean of students, several department heads, and a number of classroom teachers. Each of these participants gave verbal feedback during a planning committee meeting in November. The response to this conference was similar to the response to the others. Like the first two groups who attended conferences, this group responded favorably. One member spoke for the group in stating, "we are all anxious and excited about the possibilities of this system in our schools." Another member stated, "it's like a new start for me, a whole different way to look at our education system, especially as it relates to our schools. I am also very excited about the district's commitment to OBE."

November 1993

The next step in the early implementation process of OBE was the creation of a facilitator committee in charge of conducting large faculty and community meetings on the concept of OBE. This committee not only included members of the strategic planning committee, but was also expanded to include other building and district administrators, many department heads, selected teacher leaders, along with any others who expressed a desire to serve on this committee. The size of this group came out to about 50 to 60 with most of the members having attended one or more of the OBE conferences. This committee was responsible for increasing the awareness of the faculty and the community by gathering input regarding the beliefs/values that would drive decision making, the mission of the system, exit outcomes, and a vision for the system from the staff, from parent groups, from community groups, and stakeholder groups.

A two day intensive training workshop was conducted with this group to prepare them to facilitate faculty and community meetings with the goals of clarifying the concepts of OBE and gathering input and concerns used for developing the district's learning outcomes. One concern which surfaced at this time was the strong opposition to OBE at various other sites around the country. Opposition to OBE had been previously spearheaded by groups such as Citizens for Excellence in Education (based in Costa Mesa, California) and various parent groups. These groups usually identified and objected the following themes they viewed as inherent in OBE:

(1) affective learning outcomes and the teaching of values, (2) a previously reversed assessment policy (Educational Quality Assessment (EQA) from the 1970s) and (3) compiling a database of information on children (Pliska & McQuaide, 1994).

December 1993

A two day follow-up session to the November meeting for the newly formed facilitator committee was conducted with the goals of further clarifying the concepts of OBE and specifying the role and responsibilities of each facilitator for the upcoming staff meetings in January and the community workshop in February. In a sense, this meeting tried to get all facilitators "on the same page." Although all facilitators had been exposed to the concepts of OBE, their level of understanding varied. Some knew OBE at both a conceptual and practical level; others knew little more than the acronym. This committee was divided into groups with four or five members in each. The group leaders were members of the planning committee, and an attempt was made to balance the ratio of teachers to administrators, and between staff in each building.

Each group's task was to focus on the skills necessary to solicit and gather meaningful input from the staff during the January staff institute meeting and from the community group during the two day meetings in February. Each of the facilitators worked through the entire process of deriving and writing student exit outcomes. However, this meeting's outcomes were discarded because it was felt that only outcomes derived from input from all of the stakeholder groups (i.e. community, teachers, students etc.) would be viewed as legitimate.

There were, however, two agreed upon documents generated and used from these meetings. The first represented the seven life roles of (1) community, (2) cultural recreational, (3) global, (4) learning, (5) interpersonal, (6) personal, and (7) work/economic. Life roles are those areas in which a person functions outside of school in the world (See Appendix A). The second document consisted of 10 values that participants viewed as transcending culture, religion, and time to establish norms and standards of moral conduct (See Appendix C). The planning committee decided to present these values to participants in the January and February meetings, but did not want to use the label "values" because of the connotations it carried about teaching values in the schools, and because of the controversy caused in other reform efforts (Pliska & McQuaide, 1994). They opted for the label of "expectations" to represent these 10 values. Again, this was viewed as less controversial.

The dates for the meetings with the staff (Institute Day, January 1994) and the community meetings (February 1994) were also set during these sessions.

January 1994

The first district-wide staff input meetings were held during this month. These meetings were held on a county institute day and lasted approximately one hour. Each of these meetings was facilitated by members of the planning and facilitation committees and had three goals: (1) to give the staff a brief overview of the concepts behind OBE, (2) to get feedback from the staff related to drafting of exit outcomes, and (3) to invite them to the two day community workshop in February.

All faculty were assigned to break out sessions in adjoining rooms for a 40-50 minute presentation. Faculty and staff response to this meeting, according to an in-service activity evaluation, was mixed. Most indicated the meetings were focused, well-planned, and well-executed. A large percentage (approximately 40-45%) indicated they did not feel the meeting was profitable and did not help them understand the OBE system. Most indicated the ideas expressed were well-received

Favorable responses to the meeting included:

"Excellent job done by all! very positive and informative."

"I am excited about the practical applications in my classroom."

"Opinions were solicited and valued. Keep up the good work."

Negative responses included:

"I learned nothing about the OBE system the administration will impose on us in the future."

"School needs to define its role, Do we really want to tackle social problems?"

"Help! Bring in some people who have done this."

It should also be noted that many members of the faculty did not respond favorably to this meeting because of its timing. It was scheduled in the middle of winter semester exams. Approximately 30 to 40 percent of the staff decided to attend the two day meetings in February.

February 1994

This two day meeting took place on a Friday evening and a Saturday. The participants were invited by letter and represented a balance of teachers, students,

administrators, parents, community leaders, board members, and other interested groups. Although these individuals were invited, the meetings were open to any concerned parties. The total number reached about 200 for both days, most attended both days, but some came only on Friday, or on Saturday. These meetings were ordered according to the following steps:

Step 1 (Friday)

Large group presentation

An external consultant from the "High Success Network" addressed the group for approximately 90 minutes in a large auditorium. His discussion centered on future trends and the need for educational reform. He also outlined the process for the two day session, and fielded any questions that participants had at the time. There were few questions, but a number of participants voiced concerns about the OBE movement, and the teaching of values in the school. Two of these individuals had prepared arguments against the movement, and belonged to a group that opposed such a reform effort believing it violated their civil rights. However, none of these concerns were strong enough to derail the continuity of the meetings. A dinner was then served and participants were assigned to one of seven life role groups (see Appendix B).

Step 2 (Friday)

Small group trends/life role discussion

Each small group had six facilitators and approximately 30 participants. These sessions began by explaining the concept of life roles and the purpose of education in preparing students for a successful post high school adult life, and adults functioning in many life roles. The mission of educators should be to prepare students to function competently in the many life roles they will find themselves in as adults.

A discussion of future trends and their impact on education followed the discussion of life roles. To aid the discussion, a list of shifts and future trends was provided to participants (See Appendix D). The participants were then asked to add to the list and to begin to answer the questions of "How will or how should education change to meet the needs of students?" and "How will these shifts and trends impact the school and the community?" Each group of 30 was divided into smaller groups of five to six to aid in generating ideas. The last fifteen minutes of group work was spent reporting to the small group as a whole.

Step 3 (Friday)

Large group debriefing

All participants reconvened in the auditorium, and the external consultant explained the following day's purpose. He stated that in light of the future shifts and trends, and with an understanding of the seven adult life roles, the next day would be spent creating exit outcomes that would assure students' success as adults in the world. Individuals would be allowed to choose their groups according to their interest and expertise in specific life roles. Each group would be developing exit outcomes appropriate to that specific life role. Opportunity would be provided for

each group to comment and offer input on each other's first draft of outcomes (draft I). Finally, the consultant specified that he would explain what an exit outcome was and how it should be written at the beginning of the next day's session.

Step 4 (Saturday)

Creating exit outcomes

This day's activities began with a large group presentation about exit outcomes. The participants were then given the chance to choose a life role based on their interest and expertise, working in this group for the whole day. Like the day before, each Life role group had six facilitator and approximately 30 participants. Approximately 120 minutes was spent in the writing of these outcomes. Each group was also given sample outcomes to aid in this process.

This process went well for the most part, with each the groups actively participating in this process. One difficulty, however, came in the fact that many participants did not have a firm grasp of the concept of OBE's exit outcome, having only participated in a two day workshop on the concept, nor they possess the curricular knowledge or experience with multi-level outcome writing. Consequently, many wanted to reduce the enabling outcomes to a basic skill level that was very content- area specific. For example, some members of small groups wanted to force content-specific subject matter into the learning outcome. Still others wanted to make outcomes a minimum competency task that could be easily met. For example, knowing specific government structures.

Each group's draft (draft I) was turned in before lunch in order for them to be duplicated and distributed for the other groups to review.

Step 5 (Saturday)

Revision of first drafts

The first drafts of each groups' outcomes were shared with the other groups for reaction and comment. A "jigsaw process" was used to aid in the revision process. Each of the six facilitator went to one of the other life role groups to present the outcome written by his or her group. Each group then offered suggestions to improve and revise each outcome. The facilitator took notes during these sessions and then reported back to their group.

The groups used the feedback gained from the "jigsaw process" to revise their first draft generated in the morning. They incorporated the suggestions and created a revised draft (See Appendix D) of the learning outcomes. The document represented the work done during these two days. All groups were pleased with their documents and had a real sense of ownership.

Step 6

Final address of the group

The superintendent addressed the group before closing the meeting on Saturday afternoon, thanking them for their time and effort. The participants were asked if they desired another meeting in April to view and comment on the revised copy of draft II. Nearly all participants expressed a strong desire to meet and continue to give

input. This was evident by a show of hands when asked about this issue. According to feedback response sheets to these meetings, nearly 90% of the participants in the meetings viewed them as "valuable" and "time well-spent." Responses included:

"I was glad to have the opportunity to help plan what my children should learn."

"I was honored to be a part of these meetings. A very worthwhile experience."

"I look forward to the meetings in April. I believe we accomplished a great deal over the last two days."

"I am proud of what my group accomplished."

Late February and Early March 1994

A small group (four members of the planning committee, two from each building) was voluntarily assigned as the outcomes "writing committee" with the task of revising the outcomes (draft II) generated from the February meetings and creating a revised draft (draft III) using the following three criteria in making changes:

(1) clarity/parallelism, (2) measurability, and (3) redundancy, trying to preserve as much input from the February meetings as possible. This draft III (see Appendix D) was considerably shorter with a smaller number of enabling outcomes at each level.

This revised draft was then presented to the planning committee where it met mixed reviews. Some committee members viewed it as a "cleaner" document; others were worried that the participants from the February meetings had established ownership in draft II and would be outraged at the sparseness of draft III. Gathering

community support was seen as integral in the process of adoption, as was the concept of requiring the demonstration of certain competencies upon graduation. These factors were given careful consideration and it was decided that both drafts II and III would be presented again to the community at the meeting scheduled for April.

Mid-April 1994

Another two day OBE conference was sponsored by the district with many other schools and districts invited to attend. This conference presented a brief overview of the concepts behind OBE and presented specific methods to integrate the curricular model in the present system. At this meeting, the specific criteria for revising exit outcomes was presented to the group. This was a three-step questioning process, if an enabling outcome failed to meet any of these questions, its validity was questionable, and therefore, it was eliminated. (1) Is the outcome understandable to everyone, including students, and is it reasonable? (2) Can a students graduation be held up if he or she fails to demonstrate the outcome? (3) Is it observable, can it be demonstrated, seen and measured?

Late April 1994

All participants from the February meetings were invited back for an evening presentation of the revised outcomes, about half of the total number of participants from the February meetings attended this meeting. It consisted first of a large group presentation where the criteria used for revision was explained and examples were

given. Next, small breakout sessions afforded participants the opportunity to give input related to draft III of the outcomes. Finally, each group would reported back to the large group and presented their revisions on an overhead where input from everyone was gathered.

The planning committee had three goals in this meeting. First, there was a very strong feeling of bonding and ownership by the community groups after the February meetings, and it was hoped that this meeting would strengthen these feelings. Second, the planning committee would get a good idea of whether or not the extensive revisions done to draft III had an effect on the community group. And finally, the meeting would dispel any fears by the community that they were merely going through the motions in a process that had preconceived exit outcomes in mind. This last concern is a common complaint leveled against the OBE movement in other reform efforts (Pliska & McQuaide, 1994).

The initial large group presentation went well, and the small breakout sessions also went well. There were several suggestions made related to revision, with little controversy related to the changes. There were only two instances where negative feedback was given. These individuals leveled several complaints against the process followed by the committee. They believed this was preplanned segment of a larger process to "indoctrinate politically correct values for the purpose of creating new attitudes and behaviors in students" (Farrell, 1992). One participant was quite vocal and repeatedly tried to stop the meeting, orally reading a pre-written attack on OBE.

It was stressed that this was not the appropriate forum to level attacks against OBE and she stopped.

Follow-up feedback gathered from response sheets revealed that nearly 95 % of those who attended were pleased with the revisions made to the original outcomes. Respondents also indicated they were "glad to be part of the revision process."

The superintendent closed the meeting by addressing the group, thanking them for their participation and input. He also stressed that their revisions would be incorporated into the next draft, but the document that the board would ultimately adopt would be a "draft" so that ongoing adjustments could be made. He also stressed that the district would require demonstration of the outcomes by all graduating students, but their would be another list of expectations (See Appendix D) that the faculty and staff would model and expect, but not require. This was done in an effort to give some rationale to the revisions made between draft II and draft III. The group was also promised a copy of the next draft.

May 1994

The writing sub-committee in charge of revising the draft III after the community meeting began this task. The revisions were substantial. Any outcome that failed to meet the criteria of (1) clarity: Is the outcome understandable to everyone, including students, and is it reasonable? (2) Accountability: Will a student's graduation be held up if he or she fails to demonstrate the outcome? and (3) Measurability: Is it observable, can it be demonstrated, seen and measured? was eliminated. This left Draft IV as a sparse document that touched only on areas in the

cognitive domain (See Appendix D). In addition, this document bore little resemblance to the earlier drafts of outcomes.

When draft IV was presented to the planning committee, many members responded negatively. These members voiced concerns about "keeping the integrity of the original community input." Most felt that "the best parts of staff and community input had been eliminated." One member responded, "even though they were not measurable, it's important to keep the community on board." The problem was solved, to the satisfaction of the whole committee, by making the final draft presented to the board for ratification a three-part document. In addition to draft IV of the exit outcomes, another list of expectations was included, these were qualities that all concerned parties felt were important, but would not hold the school accountable for requiring on graduation. A glossary of terms was also included to alleviate any misinterpretations (See Appendix D).

June 1994

This document was presented to the board in early June 1994, and was subsequently ratified, thus ending the early implementation stage of this district's OBE reform effort.

Chapter Conclusion

This study's chapter V will present the following: (1) A summary and discussion of teacher culture and its effect on pilot programs, as well as its implication for the future success of the target reform. (2) An analysis of teacher culture and its

place in systems theory. (3) An analysis of the change process followed in this reform effort in light of those factors identified as integral to successful change.

Chapter V

FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This case study examined teacher culture and its effect on the early implementation stage of a planned change in a large suburban high school. The study's purpose was threefold: (1) it constructed an analysis of current teacher culture in two targeted content area groups; (2) it compared the two groups' cultures in light of the number and types of pilot programs each group proposed and implemented during the studied time frame, using pilot programs as the measure for successful implementation; and (3) it described and analyzed the procedure used in the early implementation process of the target reform in light of those factors identified as crucial to the success of educational change. This study also analyzed its findings from a "systems thinking" standpoint (Senge, 1990).

This study's data were collected from during the 1993-1994 school year at a large suburban Chicago high school. The data consisted of semi-structured interviews, direct observations, and examination of documents. The findings of this study were intended to address the call by leading researchers in the field of educational change for case studies from the teacher's perspective that analyze reform efforts and organizational culture at the secondary level (Fullan, 1982, 1991; Sarason, 1982, 1990; Sirotnik, 1989; Rossman, Corbett & Firestone, 1988).

Summary of Findings

This chapter consists of the following five sections:

(1) a summary of teacher culture in both target groups and an analysis of the differences between groups; (2) an analysis of the proposed and implemented OBE pilot programs by both groups; (3) an analysis of teacher culture and its implications for the premises that underlie this studied reform effort of OBE; (4) an analysis of the implementation process in light of those factors identified as integral to successful change; and (5) an analysis of teacher culture using systems theory (Senge, 1990).

The data collected to address these issues were presented in chapter IV. This chapter will present and interpret the findings in each of the previously identified five areas.

Summary of Teacher Culture

The following summary of teacher culture will be ordered in the following five areas: (1) Grading and Assessment, (2) Time and Sequence, (3) Curriculum and Content, (4) Instructional Methodology, and (5) Classroom Procedure.

Grading and Assessment

Teachers in this study indicated a strong belief and tradition in normative assessment, as opposed to performance or criteria assessment. Most believed that student performance should follow the standard bell curve. They perceived grades (A,B,C,D,F) as accurate indicators of student performance and felt their assessment devices (i.e, tests and quizzes) used in the classroom gave them accurate feedback on

student performance. They further believed that grades were important, both in school and in the world outside of high school (e.g. as an entrance criteria for college, or skills needed in the workplace). Most referred to and associated students with their respective grades (e.g. "'C' students, 'D' students). In the area of assessment devices, teachers believed that increased numbers of items on a given instruments increased their validity and reliability.

Teachers valued what was termed as "appropriate behavior" in the classroom, with assessment often being tied to this behavior. Perceptions about assessment tended to be traditional (e.g. paper and pencil) in a very structured environment. Teachers most often utilized test settings that were passive with little or no teacher or student interaction.

Teachers tended to share traditional patterns of assessment that were linear and sequential in the sense that each division of content built upon the next. The pattern of assessment most often used followed the order of presenting content to students, recall, and retention testing of material.

Time and Sequence

Teachers believed firmly in and practiced the tradition of sequential movement from lesson to lesson, class to class, level to level, and grade to grade. They perceived movement through the system in a linear fashion with students starting at one point and moving to the next set point. The ultimate task in this movement was the comprehension of a body of knowledge in given content areas.

Teachers believed that learning was best achieved in a "part-to-whole" format. Nearly all learning activities in the daily classroom lessons and operations, as well as the overall curriculum, were ordered in this fashion and reflected this "part-to-whole" belief. Teachers believed the task of the learner was to integrate these parts into a coherent whole at the end of a given lesson or class. Grades were often based on the ability to perform this integration and most teachers viewed this ability as what ultimately determined success on the part of the student.

Ordered time and sequence seemed to be a controlling factor in the shared beliefs, values, and patterns of behavior of teachers. They held firmly to the idea of specific number of minutes in a period; of a specific number of periods in a day; and a specific number of days in a school year. Teachers internalized these structures evident through their strong reactions to any deviation in these structures. They further held to the idea of set grading periods (quarters) and yearly divisions (semesters). Teachers perceived and openly commented on this order. As in the area of assessment, teachers used this controlling structure of time and sequence to cover what was perceived as the necessary body of knowledge in their given disciplines.

Curriculum/Content

Teachers believed that a "content-specific" body of knowledge existed in their fields or disciplines. This body of knowledge was perceived as "fixed" for the most part: an entity that was mastered by the teacher and passed on to the student.

Related to the idea of a fixed body of knowledge specific to each content area, teachers believed in a substantial amount of content coverage. They viewed their task

as covering this body of knowledge in a given amount of time. In a sense, "enculturating" students by passing to them, this body of knowledge. Instruction was most often driven by textbooks assigned to given classes.

Teachers valued the content they were teaching to students and were confident it had direct impact both inside outside of school. Specific sub-skills within each discipline were viewed as integral to each student's development. Teachers viewed their task as preparing students mostly for college or technical schooling beyond high school. This included reading and writing fluency in English, and citizenship in social studies.

Teachers believed firmly in teacher-generated curriculum and content, as opposed to student-generated curriculum and content. The task of students was viewed as actively learning the content that was being presented to them. Students were expected to be active to a point, but "voice" or empowerment was viewed in a negative manner.

Instructional Methods

Teachers believed in and most often practiced a teacher-centered lecture mode in the area of instruction. Content was presented through the use of artifacts (e.g. blackboard, overhead projector) and, as stated previously, content coverage was viewed as important. This content was ordered in a sequential fashion mainly through the use of the assigned textbook in a given class.

Teachers believed in and were often driven in their coverage of content. They spent great effort in "getting through" the material in a given class. It should be

noted that they were not forced into covering specific content by school policy or the administration. This motivation seemed to be internal on the part of the teacher.

Instruction, like assessment, followed a sequential "part-to-whole" format. Teachers believed that instruction should follow the pattern of delivery of specific content through lessons with subsequent evaluation in the form of tests or quizzes. The majority of assessment centered on the recall of content presented in a class. This sequence of instruction and content followed a daily or weekly timeline for the most part.

Teachers viewed students' roles as "passive-active" in the area of instruction: Passive in the sense that they should grasp what was being presented; Active in the sense they should ask questions and work actively toward grasping what is being presented. Open defiance or aggressive questioning was looked down upon.

Classroom Procedures

Teachers held firmly to the idea of the traditional classroom layout: teacher in the front and center, with desks in incremental rows facing the teacher. Order and control seemed to play a large part in teachers' classrooms. This longstanding tradition was evident in all observed classrooms.

Most teachers defined their classrooms as "teacher-centered" and defined their task as helping students to understand the presented material. Most teachers viewed the task of students as being the receivers, interpreters, and compilers of this material.

Most teachers believed in and practiced the policy of "tracking" or the heterogenous grouping of students according to past performance or perceived ability. Teachers believed there were differences in the ability of students, and believed that students should be grouped accordingly.

The following section of this study will examine the differences of culture between these two groups.

Differences Between Cultures

The findings of this study indicate the two groups of English and social studies shared similar culture in all but two areas. These areas consisted of (1) grading and assessment and (2) time and sequence.

Three of the fifteen members surveyed in English department demonstrated belief in and movement toward non-traditional performance assessment. As specified in chapter IV, these included (1) portfolio assessment, (2) student-negotiated grading, through the use of a scoring rubrics (see appendix F), and (3) and student-led parent conferences. The majority of the English department, and the entire social studies department expressed a belief in and practiced traditional, norm-referenced assessment procedures.

Two of the fifteen members surveyed in the English department expressed a desire to change the linear and sequential ordering of curriculum and instruction. They believed that students should be able to enter the system at any point according to ability, and should not necessarily be locked into given classes because of age or

perceived level. The majority of the English department, and the entire social studies department believed in the traditional ordering of time and sequence.

The following section will analyze the number and types of OBE pilot programs in light of teacher culture.

OBE Pilot Programs and Teacher Culture

As identified in Chapter III, this study measured and defined the success or failure of the early implementation stage of this school's OBE reform effort in terms of the number and types of pilot programs both proposed and implemented by both target groups. See Chapter IV for a detailed analysis of these programs.

According to previously defined measure, the early implementation stage of this reform effort could be described as minimally successful in the English department, and unsuccessful in the social studies department, according to this study's definition of success. There were eight proposed and implemented programs during this studied time frame. The English department implemented five and proposed two programs; The social studies department implemented one and proposed no programs.

Although it is evident there was some attempt made at piloting OBE programs during this study's time frame, it should be noted that these two target groups of English and social studies were the largest departments in the school, comprising nearly 50% of the total number of teachers in the school. Overall, the early implementation process as measured by pilot programs was far from successful, especially in the social studies department. Of note is the fact that the implemented

and proposed programs in the English department were undertaken by the same two individuals; therefore, the programs were not consistent across the department.

The discrepancy of number of pilot programs between the groups directly reflects the identified differences between the groups' cultures. The higher number of implemented programs in English occurred in the areas of grading and assessment (portfolio assessment, student-negotiated grades) and time and sequence (A,B, Incomplete grading). Members in the social studies group did not differ in culture from that of the traditional norm. Their low number of programs reflect this finding. It should also be noted that their sole implemented program was a cross-disciplinary program with a member of the English department. It could be argued this program was as much an English department program as it was a social studies program.

The following section of this study will analyze the impact of current teacher culture on the target reform effort.

Implications of Teacher Culture on The OBE Reform Effort

The current teacher culture identified in this study has great impact on and implications for the target reform effort of OBE. This study's findings were analyzed in the following five areas of (1) Grading and Assessment, (2) Time and Sequence, (3) Curriculum Design, (4) Instructional Methodology, and (5) Classroom Procedure. The following section will analyze these implications.

Grading and Assessment

OBE stresses mastery learning and cumulative demonstrations in authentic contexts (Spady, 1982). This differs greatly from the current teacher culture identified in this study. Teachers indicated a strong belief in and practice of traditional norm-referenced assessment. Tests and quizzes usually consisted of the "paper and pencil" variety in controlled, passive settings.

Teachers in this study also held firmly to the idea of traditional grading (e.g. A,B,C,D,F). Again, this differs greatly from the mastery learning model of "A,B,Incomplete" recommended in an OBE approach (Spady, 1982).

Time and Sequence

OBE stresses that how and whether or not elements and concepts are learned are more important than when they are learned. This differs greatly from teacher culture identified in this study that believes in and adheres to mandatory and sequential movement through the system with time as the controlling factor.

In addition, teachers in this study held firmly to the idea of levels of learners (e.g. "tracking"). OBE puts forth the idea that "all students can learn" (Spady, 1982). Teachers in this study did not share this belief, feeling that certain students were destined to excel and others were destined for marginality or failure.

Curriculum and Content

OBE stresses a global "design down" curricular approach with the design of the overall curriculum tied to cumulative demonstrations in authentic contexts (Spady,

1982). All content must be rationalized in view of these "outcomes," with content and discipline divisions becoming less important.

This differs greatly from this study's findings in the area of teacher culture that viewed curriculum as a "part-to-whole" process very much content-specific, with a stress on departments and discipline divisions.

Teachers perceived content as "fixed" and believed their job was cover and present content, often without ever rationalizing its value and application outside of the classroom.

OBE also stresses student "empowerment" and "equity" with students directly involved in curricular issues (Spady, 1982). Teachers in this study believed in a "teacher-controlled" environment with students assuming the role of "receivers of knowledge."

Instructional Methods

OBE recommends a "student-driven" approach with a stress on student empowerment and responsibility (Spady, 1982). This differed greatly from teacher culture in this study that adhered to a "teacher-centered" approach.

Teachers most often practiced a traditional lecture mode in delivering instruction. They perceived the students' role as "passive" receivers of presented knowledge. Moreover, they believed that most instruction should take place in the classroom, reflecting the perceived importance of subject-specific content.

Classroom Procedures

OBE stresses the "breaking down" of the traditional schemes of the classroom. Learning opportunities are expanded outside of the classroom and the school (Spady, 1982).

As in the other areas, teacher culture in this study differed greatly from this premise. Teachers viewed the classroom and operated in the traditional manner: desks in incremental rows with the teacher in the front and center. Instruction was most often delivered in a lecture mode directly to the students.

Teachers held firmly to the idea of individual classrooms where learning, most often in a "part-to-whole" manner, took place. The teacher was viewed as an individual who addressed, most often, a collection of homogeniously grouped learners.

The following section summarizes the early implementation process used in this reform effort in light of those factors identified as integral to successful change (Berlin and Jensen, 1989).

Summary of Implementation Process

The reform effort examined in this study addressed, in a satisfactory manner, six of the seven factors identified as integral to change (Berlin & Jensen, 1989). This study found the factor of "organizational culture" was not addressed in a comprehensive nor satisfactory manner.

The following analysis of the early implementation process did find the following seven factors:

1. Lines of communication were open and strong at all levels.
2. Levels of commitment from the board and administration were high.
3. Several adaptations were made to the reform.
4. The time being allotted for the reform seemed to be adequate.
5. Leadership from the administration was strong.
6. The level of staff participation was high.
7. Those in charge of this reform failed to adequately identify and recognize teacher culture.

The following section analyzes the early implementation process in light of these seven factors.

Analysis of Change Implementation Process

The following section will focus on analyzing the early implementation process outlined in chapter IV. This analysis will focus on the seven factors identified as significant in the success or failure of given educational reform efforts (Berlin & Jensen, 1989; Fullan, 1992; Sarason, 1990; Rosenblum & Louis, 1979). Figure 8 outlines these factors.

-
1. Communication
 2. Organizational Culture
 3. Commitment/Follow-up
 4. Adaptation
 5. Time
 6. Leadership
 7. Participation
-

Fig. 8. Factors affecting implementation (Berlin & Jensen, 1989).

Factor 1: Communication

Communication has been identified by past research as integral to the success of given reform efforts. This factor is vital to all aspects of successful change which is dependant on clear channels of communication. If these channels do not exist, the likelihood of change is low (Fullan, 1992).

In this studied reform effort, multi-leveled communication was present throughout the studied time frame. The make up of the district's OBE planning committee was a prime example of this aspect. It was composed of both district and building level administrators; classroom teachers from various levels and disciplines; as well as neutral observers (e.g. an internal process consultant). In addition, the facilitator committee consisted of individuals from various levels and disciplines: all

department chairpersons from both buildings, classroom teachers, para-professionals, and related staff. This representation at all levels assisted accuracy and clarity in information presented throughout the organization.

One of the chief tasks of the planning committee was to make decisions about how best to communicate OBE information related to the faculty and staff, especially in the initial stage of the reform effort. Two particularly effective strategies were the committee's monthly newsletter, and the practice of disseminating important articles and literature about OBE to the staff. The monthly newsletter consisted of articles, conference reports, and updates about the district's decisions about OBE. In addition, this publication also outlined possibilities for pilot programs that classroom teachers could employ, as well as outlining the procedure for implementing such a program (e.g. administrative approval, required forms, timelines, etc.). This technique seemed to be effective in raising the level of awareness and communication, especially coming from classroom teachers on the committee, avoiding an ineffective top-down mandate mode (Fullan, 1992). These articles were written by members of the planning committee.

A number of face-to-face presentations were given during the studied time period. Short updates and presentations were made to staff and faculty during institutes and faculty meetings. These were made by a variety of individuals, either by members of the planning committee, or others who had attended a conference. Again, an effective strategy used during these presentations was the fact that they were never delivered by the administration. This technique worked well and added

credibility to the reform effort, being delivered by trusted faculty members, especially those at the classroom level,

The commitment by the district administration to send significant numbers of faculty and staff to both local and national conferences during this studied time period had a very positive effect on opening lines of communication. By June 1994, nearly 40 percent of the entire district's faculty had attended some type of OBE workshop or conference. In addition, the majority of these individuals seemed embraced the concept of OBE after participating in such staff development. Most stated they were excited about the possibilities of OBE, and anxious to discuss such possibilities and concerns with fellow faculty members.

Two innovative and very effective communication strategies used by the district during the studied time frame were the faculty institute day held in January 1994, and the community meetings held in February 1994. Both of these meetings served to inform participants about the reform model of OBE; to clarify any misunderstandings or misconceptions about OBE; and to showcase the district's commitment and implementation plan. These strategies also gave the participants voice and ownership that should prove integral to the success of the district's implementation process.

Factor 2: Organizational Culture

Organizational culture is a second factor identified by past research as integral to successful reform. Past research shows that successful reform efforts have worked to develop a common vocabulary, philosophy, and consistent view that supports

change (Sarason, 1990). In addition, organizations that are fragmented at various levels, or into various sub-cultures, are unlikely to change (Berlin & Jensen, 1989).

This study found those in charge of planning and implementing this OBE reform effort took several effective steps to ensure a common vocabulary, philosophy, and consistent view toward the reform effort. However, Those in charge of implementing this reform effort committed a potentially serious error by not identifying and analyzing the current teacher culture and related concerns in place during the time frame of this study. Past research has found that failure to acknowledge these factors could potentially jeopardize the entire reform effort (Sarason, 1991; Hord et al, 1992).

One important step used to address the culture of the district's organization was the firm commitment by the district in sending faculty to local and national conferences, and developing awareness related to OBE. As stated previously, approximately 40 percent of all faculty had been sent to at least one local workshop or national conference during this study's time frame. This served to create an effective level of understanding related to the reform effort.

Another method used to "enculturate" faculty was offering several workshops during the school year, and in the summer. These workshops served both to inform faculty about OBE and its underlying premises, and provided a forum for colleagues to discuss the reform effort in a constructive manner. These workshops worked particularly well for those faculty members who felt overwhelmed by the concept and the reform effort. They served to increase their confidence and internalize the concept.

A third method which proved effective were bi-weekly lunch forums sponsored by the OBE planning committee. These meetings gave faculty and staff the chance to voice concerns about the reform effort, and discuss some of the pilot programs currently used in the school. These lunch meetings were conducted during the entire studied time period and seemed to be effective. They were well attended (10 to 20 staff members per meeting) and most colleagues expressed positive responses toward them according to staff feedback sheets.

The opening day institute held in August 1993 with the "futurist" speaker David Pearce Snyder served as a catalyst in increasing the faculty's awareness in the need for change. Snyder addressed the faculty's philosophy on education and need for modification of the current system. This got the faculty and staff thinking about change and the need for and the utility of curricular models like OBE.

The faculty institute held in January 1994, along with the large community meetings held in February, were effective in building a consistent atmosphere that supports change. Both of these meetings served to "norm" the related beliefs about OBE and the reform effort. They also took a step toward assuring that all participants understood the "language" used in the reform effort.

Despite the aforementioned positive efforts to address culture during the studied time frame, no strategy was put into place to determine teacher culture both before, during, and after the early implementation stage. The planning committee merely assumed that teachers felt a certain way about OBE.

It was suggested in September of 1993 that an instrument be put into place that addressed and audited the current faculty culture, but this proposal was voted down by the planning committee. It was felt such a procedure would be viewed as representing the district's uncertainty on the issue of OBE, thereby running the risk of undercutting the credibility of the program. This oversight by the planning committee might likely jeopardize the success of the entire OBE reform effort.

Factor 3: Commitment/Follow-up

Commitment and Follow-Up are two factors identified by past research as integral to the success of reform efforts (Berlin & Jensen, 1989). This district's reform effort was strong in the area of commitment, as evidenced by the financial commitment to the process.

The district's financial commitment was a good example of strong commitment toward OBE. In the studied time period, the district spent tens of thousands of dollars on the OBE reform effort, with even more financial support targeted for the future. Perhaps the biggest expense was the hiring of the external educational consulting firm of William Spady "High Success Network," again demonstrating the district's commitment to OBE and its implementation.

The superintendent and district administrators were also very committed to the reform effort. All of these individuals made their stance on the reform effort clear with frequent personal addresses to the staff, the board, the community, and the student body. This procedure involved a certain amount of risk on the part of these

administrators. If the reform effort should fail in the future, there is a likelihood they would be blamed and perhaps run the risk of severe accountability.

The district was also committed to encouraging and supporting pilot programs proposed by the staff. All pilot programs (e.g. A,B,I grading, collaboration classes, student negotiated grades etc.) proposed and submitted during the studied time period were encouraged and approved by the planning committee and the administration. There were, however, some weaknesses in the area of follow-up.

Factor 4: Adaptation

Past research has suggested that the factor of Adaptation is vital to successful reform efforts. Past research suggests that each individual school must adopt and modify given reform efforts to meet their specific needs and staff's concerns (Fullan, 1992). It is likely that only when a change has become part of the individual and the organization can it be successful (Berlin & Jensen, 1989).

This factor could not be fully nor completely analyzed given the 15 month time period examined in this study. As the reform effort is more fully implemented in the months and years that follow this study, it can be better analyzed and assessed. Nonetheless, This district made some noteworthy adaptations during this period.

One modification of note dealt with the establishment of a set of agreed upon values or what the planning committee labeled as "expectations" (see appendix B). The decision to change the name of this list from "values" to "expectations" was a good demonstration of how one district modified the reform to better fit their needs. It was felt that the word "values" did not fit with the district's philosophy on what

should be required in schools. In addition, it was felt that the word would cause a great deal of controversy in the community. The word expectations better fit the needs of the school and the district, and was subsequently adopted.

Another adaptation was the decision to work with the present curriculum already in place in the district, and to assume a more "traditional" curricular approach in the implementation of OBE. Many schools in the movement who assume a "transformational" approach radically modify much of the curriculum they have in place (Spady, 1990). The studied district decided to retain and use much of the current curriculum (e.g. course content, objectives, goals etc.) and concentrate on demonstration and assessment. Again, this approach better fit with the district's philosophy about education and the staffs' concerns about the effort.

Another modification of note had to do with the "A,B,I" grading procedure recommended for use in the OBE curricular model (Spady, 1990). The planning committee decided that an "A,B,C,I" procedure would better fit the needs of the district's teachers. This decision was made from input gained in the district's January, 1994 faculty meetings. Most felt that a traditionally average grade in the district was good enough to warrant credit for the class, and represented a demonstrable level of understanding.

Factor 5: Time

Time is a factor identified as integral in the successful implementation of planned change. Past research shows that major change takes from three to seven years to fully implement (Tyler, 1963; Fullan, 1990).

The district was effective in designing a five year plan, and attempted to implement the first phase of this plan (the 15 month period analyzed in this study). This process can be broken down into four phases that encompass five to six years (see appendix C).

The first phase consisted of awareness development of faculty, staff, students, parents, community, and other stake holders, including the major meetings for both faculty and community, as well as developing the draft of exit outcomes for board approval and adoption. The district followed this plan in a satisfactory manner.

The second phase will consist of "re-tooling" the curriculum currently in place in both schools in the district: transitioning from behavioral objectives to enabling outcomes and aligning objectives with exit outcomes. A computerized instructional management system will align district, state, and local outcomes. Evaluation of pilot programs will also be undertaken.

The third phase will consist of modifying graduation requirements in light of outcomes. Departments will begin to form cross-departmental groups and develop evaluation rubrics used for evaluating performance. The system structure of the school will also be modified at this time (e.g. extended day, extended year, block scheduling, etc.).

The forth projected phase will consist of finalizing school structure changes, as well as training teachers in "non-traditional" methods that promote OBE. Pilot programs will be expanded to include more faculty and students at this time.

There were no pressing weaknesses in amount of time allotted for this change. The district seemed to have a good awareness of the length of time needed for success, and seemed willing to plan accordingly.

Factor 6: Leadership

The factor of leadership has also been identified as integral to the success of reform efforts. Past research has shown that leadership and commitment from building and central office administrators and teacher leaders are essential elements to change (Fullan, 1991). Berlin and Jensen (1989) contend that this group must work to build consensus, provide support, encouragement, and resources related to the reform effort.

This district's effort in this area during the studied time period was excellent. The central office administration was openly committed to the reform effort of OBE, evident in their involvement at all levels of the process. They were all active members of both the facilitator's committee and the planning committee, making decisions concerning the process along with teachers and other staff.

The building principals each worked hard to build consensus among staff related to the reform effort. Each designed open forum meetings throughout the 93-'94 school year to gain and use feedback from the staff. They also used the forum of monthly staff meeting to address the OBE reform effort, and the progress that was being made. They tried, as much as possible, to empower teachers to address the staff, field questions, and provide answers in meetings, and during institutes. All of these efforts reflected good leadership.

As stated previously, the central office and each building's administration provided strong support and encouragement both financially and otherwise. The district allocated and used a significant sum of money related to the reform effort. This was mainly focused in sending faculty to OBE conferences and workshops; funding curriculum projects related to the reform effort; and securing the services of an educational consulting firm to aid in the implementation process. In addition, rarely if ever, was a teacher refused the chance to experiment with an OBE method such as adopting an "A,B,I" grading procedure. Most were encouraged to try this method.

Factor 7: Participation

The last factor identified as integral in successful implementation of planned change is faculty and staff participation. This area can be sub-divided into the following four categories of (1) deciding what change should occur, (2) selecting directions, (3) planning and implementing, (4) and ongoing evaluation (Berlin & Jensen, 1989).

The planning committee represented a strong move in the area of participation. This group was represented by members at all levels, from the superintendent to classroom teachers. These individuals were responsible for all aspects of the four identified areas under the factor of participation. They made decisions about what specific approach would be utilized (e.g. traditional, transitional, transformational) (Spady, 1990). They made decisions about the implementation process, and the

planning that went along with it. In addition, they made decisions about ongoing evaluation.

The January staff institute gave the entire faculty the opportunity to give input and express concerns related to OBE. This was an effective method of opening lines of communication between the staff, and the planning committee. This input also helped to establish ownership on the part of the teachers. This sub-factor of ownership is important in sustaining lasting change (Fullan, 1991; Sarason, 1990). The staff was also invited and encouraged at this time to attend and participate in the February community meetings.

The February 1994 community meetings, along with the April follow-up meeting, were also effective in giving all stakeholders the chance to participate in the process of developing the learning outcomes that would drive the curriculum, especially non-traditional parties such as parents and students.

The next portion of this chapter contains a conclusion of the findings, implications, limitations of the study, and recommendations.

Conclusion of the Findings

By reviewing the findings in this study, several conclusions are drawn:

1. The data presented in chapter IV support the following characteristics of teacher culture found in this study:

- a) Teachers held very traditional views toward grading and assessment, feeling most comfortable with and utilizing norm-referenced devices and teacher-controlled "paper and pencil" instruments.

b) Teachers viewed time as a controlling factor both in the classroom and in the school. Nearly all aspects of curriculum, instruction, classroom procedures, and school operation were perceived as linear, sequential, and time-ordered processes.

c) Teachers perceived content as a "fixed" entity, existing in specific and separate fields or disciplines. Curriculum was viewed as a "part-to-whole" process with teachers breaking content into manageable "chunks" for students to integrate in what was perceived as learning.

d) Teachers viewed instruction most often as a "teacher-centered" activity whose purpose was to cover and disseminate content. Students were perceived as having little, if any, voice in this process.

e) Teachers viewed the classroom in a traditional "teacher-controlled" manner (e.g. teacher in the front and center; students in rows facing the teacher).

2. Using both proposed and implemented pilot programs as indicators for the success of the early implementation process in this OBE reform effort, this study's data support the following:

a) The early implementation of the OBE reform effort was minimally successful in the English department, with four implemented and two proposed pilot programs during this study's time frame.

b) The early implementation of the OBE reform effort was not successful in the social studies, with one implemented and no proposed programs.

c) The discrepancy between the two target groups' pilot programs reflect culture differences between the groups in the areas of grading and assessment, and time and sequence.

3. The teacher culture identified in this study has the following implication for the OBE reform effort, both during the studied time period and in the future:

a) For all but a small segment in the English department, the traditions, beliefs, values, shared patterns of behavior, and the underpinnings that held these factors in place, were in direct contrast with the premises that underlie the OBE reform effort being implemented.

4. An analysis of the early implementation process examined in this study revealed the following:

a) Six of the seven factors identified by past research as integral to successful change were effectively addressed in this implementation process.

b) The factor identified as "organizational culture" (Sarason, 1992) was not effectively addressed in this early implementation process.

5. An analysis using "Systems Theory" (Senge, 1990) reveals while those in charge of implementing this reform effort effectively addressed six of the seven factors identified as integral to successful change (Berlin & Jensen, 1989), they failed to recognize how these factors related to each other, and particularly how they related to the factor of culture.

This final finding is addressed in this study's implications section.

Conclusion of the Research Problems

The results of this case study support the fact that teacher culture did affect the early implementation stage of this specific planned reform effort. In addition, an analysis of this study's data provides strong evidence that a failure to analyze and address the factor of teacher culture by those in charge of implementing this reform effort not only negatively affected the studied early implementation stage of this reform effort, but also could jeopardize the entire reform.

Implications

This research study provides evidence that teacher culture did affect the early implementation stage of this specific OBE reform effort. This researcher will use the theory of "Systems Thinking" (Senge, 1991, 1994) to better understand the effect of teacher culture and its relationship to the factors related to successful change.

In The Fifth Discipline Field Book (1994), Senge states that researchers should look at the entire change initiative (in this instance the OBE reform effort) as a "dynamic system." This phenomenon is defined as "a perceived whole whose elements 'hang together' because they continually affect each other over time and operate toward a common purpose (p.90). He defines "systems thinking" as an approach for seeing wholes, inter-relationships, and patterns (p. 86).

This theory is particularly valuable as a mechanism to describe how organizations achieve change. At the center of this theory is systems thinking "archetypes" which are defined as a series of loop diagrams used to illustrate the elements involved in the analyzed system and their relationships to one another.

From any element in a situation (variable) arrows are drawn (links) that represent an influenced element.

Figure 9 outlines a previously described "archetype" that illustrates the factors at work in this studied reform effort. These include: (1) Culture, (2) Participation, (3) Adaptation, (4) Time, (5) Leadership, (6) Communication, (7) Commitment.

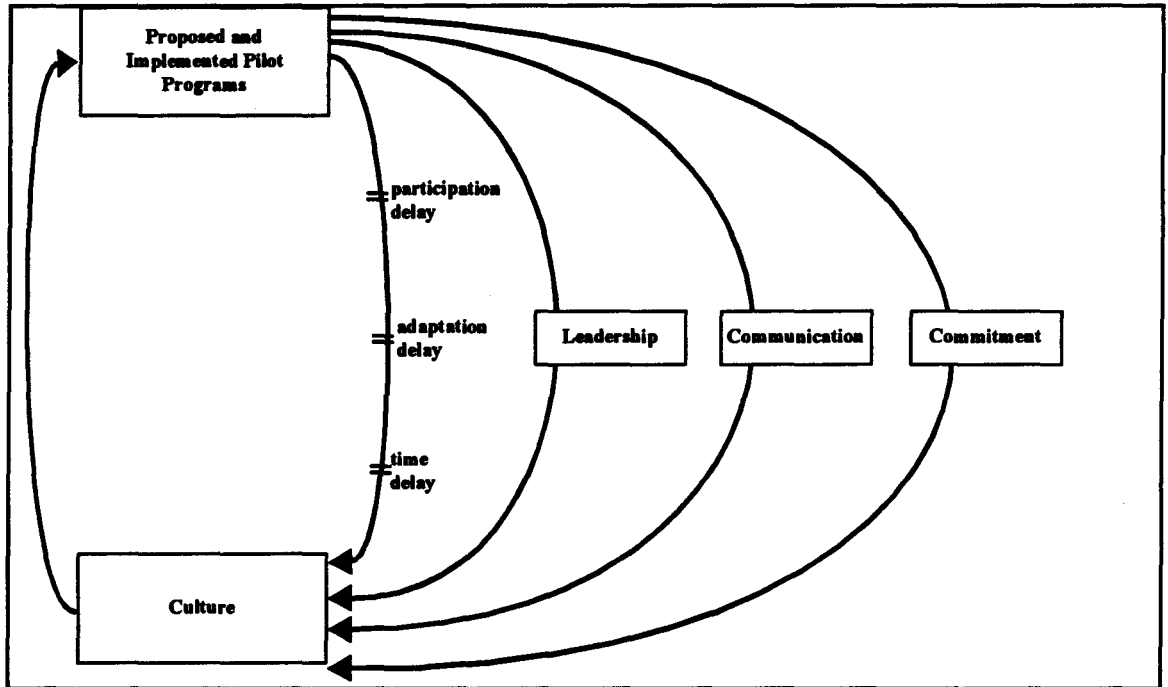


Fig. 9. Systems theory "archetype" for the early implementation stage of OBE reform effort.

Viewing this OBE change system as a whole, the ultimate goal was successful implemented and proposed pilot programs during the early implementation stage. The factor of culture, serves as a "gate" to reaching this goal. All other factors are components of teacher culture and must be addressed holistically.

In this reform effort, all factors with the exception of culture were addressed in a comprehensive manner. However, those in charge of implementing this effort addressed these factors independently, and not as a whole, which may have resulted in minimal proposed and implemented program success in English and no success in social studies.

A close look at each of these factors in light of the previous "archetype" and the data analyzed in this study reveals the following:

1. Leadership: the school and district leaders were proactive in promoting this reform effort. All seemed fully committed to the effort.
2. Communication: effective communication was present at all levels.
3. Commitment: leadership was committed to the effort. Meetings were well attended, large budget was allocated, committees worked diligently.
4. Participation: vehicles were designed to gain participation over time (this factor is illustrated as a delay in the archetype because it requires time and does not occur instantaneously).
5. Time: sufficient time was allocated for the reform effort (again, this factor is listed as a delay in the archetype because of its influence on the overall system, recognizing that successful change occurs in a series of stops and starts over time).

6. Adaptation: sufficient adaptation was made to the OBE approach in this system as feedback was obtained (this factor is listed as a delay in the archetype because it takes time to refine and modify the reform effort).

Those in charge of implementing this OBE reform effort effectively addressed the previously listed factors or "parts" in an effective manner. However, the manner in which these "parts" related to teacher culture was overlooked. A "culture audit" which was proposed (see Chapter IV "September 1993") but not conducted, would have revealed patterns and relationships between and among these "parts." It would have become evident that these were not isolated, but pass through and make up culture. This holistic systems approach would have been an effective factor in this reform effort and should be considered as the reform effort continues.

Limitations of the Study

The findings of this study on teacher culture and its effect on the early implementation stage of a planned reform effort are limited to this specific reform effort. This case study on teacher culture was intended to analyze a specific reform effort, and not meant to be generalizable to other reform efforts. Therefore, caution should be taken in generalizing these findings to other reform efforts or situations, or to other staff development projects.

This study focused on the early implementation stage of this planned reform effort (approximately 15 months). Given this time frame, this study could not accurately measure the final and overall success or failure of this reform effort. Future studies should take this approach.

Recommendations

The following recommendations are based upon the findings of this study, the literature review, and input from those involved in the studied OBE reform effort.

1. Future study of teacher culture and its effect on given reform should be conducted over a greater time frame than the early implementation stage. Past research on change supports the idea that successful implementation may take from two to three years, with institutionalization taking from three to seven years (Fullan, 1992).

2. Future study of teacher culture and its effect on given reform should widen its scope to include other departments and groups in the school. Some of these groups might include students, parents, para-professionals, and building and district administrators.

3. Future study of teacher culture and its effect on given reform should widen their scope to include factors other than implementation. They may wish to examine factors such as continuity of the reform effort or its implication outside of the school.

4. Future study of teacher culture and its effect on given reform. They may wish to use the model of organizational culture (Egan, 1992) utilized in this study at the preschool, elementary, middle school, and higher education levels.

5. Future study of teacher culture and its effect on given reform should use "Systems Thinking" (Senge, 1990) to surface and illustrate the complex variables and inter-relationships within the studied reform effort, analyzing these variables in a holistic manner.

APPENDIX A
LETTER OF CONSENT

(Letter of Consent)

TO: _____, Faculty

FROM: Tim Kaufman

DATE: 00 Month 1994

RE: Culture Study

I am conducting a study on current teacher culture (i.e. beliefs, assumptions, values) about school, students, learning, and curriculum, and was wondering if you would assist me by agreeing to a one-on-one interview.

I have attached a copy of the questions I will be asking for your observation. Be assured that my study will treat the collected data in a general manner, and that your name and responses will be kept completely confidential.

To show my appreciation for your valuable time, I will provide refreshments during the interview. Please respond by completing the form below and returning it to me.

Thank you.

NAME: _____

_____ Yes, I will participate. My preference for the time of the interview is:

(please list) _____

_____ No, I do not wish to participate.

_____ No. I cannot participate at this time, but would consider participating in the future should you conduct more interviews.

PROPOSED QUESTIONS

What are the main rules (do's, don'ts) that teachers must follow?	
What are the most important assumptions that teachers share about work, relationships, colleagues, and students?	
What longstanding cliques and/or conflicts are there in the school?	
What rituals, stories, symbols best reveal the essential character of this school?	
What does this school stand for? What are its most sacred goals?	
If you could change one thing about this school, what would it be? why?	
Describe what you consider to be a perfect school? classroom?	
Describe the content of this school? How would students know if they did well? poorly? How would students be able to get out of this school?	

APPENDIX B
OBE PREMISES/LIFE ROLES

Key OBE Premises

**ALL STUDENTS CAN
LEARN AND SUCCEED**

**SUCCESS BREEDS
SUCCESS**

**SCHOOLS CONTROL
THE CONDITIONS
OF SUCCESS**

HIGH SCHOOL DISTRICT ADULT LIFE ROLES

PERSONAL ROLE

- Physical
- Intellectual
- Emotional
- Social

INTERPERSONAL ROLE

- Intimate/Family
- Friendships
- Work
- Acquaintances
- Brief Interactions

COMMUNITY ROLE

- Political
 - Leaders/Leadership
 - Issues/Directions
- Responsibilities
 - Social
 - Service
- Interrelationships/Interdependence
 - Economic
 - Political
 - Social
- Environment

LEARNING ROLE

- Formal
 - Schools & Training
- Informal
 - Experiential

ECONOMIC/WORK ROLE

- Producer
- Consumer
- Financial Manager

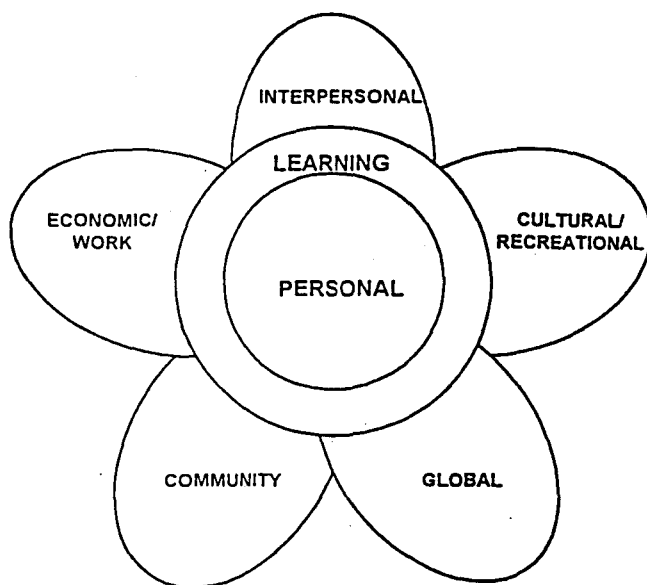
GLOBAL ROLE

- Political
 - Leaders/Leadership
 - Issues/Directions
- Responsibilities
 - Social
 - Service
- Interrelationships/Interdependence
 - Economic
 - Political
 - Social
- Environment

CULTURAL/RECREATIONAL ROLE

- | | |
|-------------|------------|
| • Lifestyle | • The Arts |
| • Heritage | • Leisure |
| • Tradition | |

ADULT LIFE ROLES



APPENDIX C
EXPECTATIONS/TIMELINES

HIGH SCHOOL DISTRICT
CORE EXPECTATIONS*

(*Those core expectations which transcend cultures, religions and time to establish norms and standards of moral conduct.)

HONESTY - Honest people are truthful, sincere and communicate openly.

INTEGRITY - People with integrity behave in an ethical manner that is consistent with their beliefs and principles.

RELIABILITY - People worthy of trust keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.

LOYALTY - Loyal people consistently demonstrate support and commitment based upon positive values.

FAIRNESS - Fair people are committed to justice and the equal treatment, tolerance, and acceptance of individuals and groups.

CARING - Caring people show concern for the well-being of themselves, others and the environment. Caring is shown through patience, compassion, generosity, kindness, and service.

RESPECT - Respectful people have confidence in their own beliefs and values and express them without infringing upon the rights of others. In addition, they acknowledge differences, and understand and support the rights of others to express their views.

CITIZENSHIP - Responsible citizens contribute to the community (local/global) in active, positive, creative ways.

PURSUIT OF QUALITY - People who pursue quality take pride in their work, give their best efforts, reflect on the results of their work, and apply this knowledge to new tasks.

RESPONSIBILITY - Accountable, responsible people know, understand, consider, and accept the impact and consequences of their personal actions and decisions.

**OUTCOMES BASED EDUCATION RESTRUCTURING
PROJECTED TIME TABLE**

92-93

- Seek Board approval.
- Acquire consultant.
- Enlarge committee by adding teaching staff members.
- Develop knowledge of committee members.
- Have curriculum projects reflect the district goal of moving toward O.B.E.
- Develop O.B.E. Plan.

93-94

- Begin to educate community about futurist thinking and O.B.E. through speeches at local groups and media releases.
- Develop the teaching staff's background on O.B.E. through focused institute, inservice and Internal University programs.
- Encourage and support O.B.E. experimental programs initiated by staff.
- Reach consensus on exit outcomes with students, community, faculty and parents in spring of '94.
- Encourage O.B.E. pilot programs. (i.e. school within a school, authentic assessment, grading/performance time schedule/interdisciplinary.)
- Enhance the Regional and National exposure to O.B.E. by sending additional staff teams.
- Research and develop technology support reporting for O.B.E., local assessment and school improvement. (I.M.S. or Instructional Management System)
- Pilot some experimental O.B.E. programs either within a department, across departments, or possible school-within-school concept.
- Align district functions with O.B.E. principles and concepts.

94-95

- Work on transition from objectives to enable outcomes.
- Encourage cross departmental thinking in designing "exhibitions."
- Continue to educate the community on the need for changes in the school to achieve our goals and outcomes..
- Curriculum projects should continue work on O.B.E. goal, and analyzing pilot programs.
- Align present objectives enabling outcomes with exit outcomes.
- Create Systematic Change Model for district schools, department and classes.
- Purchase and program I.M.S. System for District outcomes, State Goals for learning and local outcomes.

95-96

- Re-examine graduation requirements in light of outcomes.
- Make modifications on "pilot" O.B.E. programs and continue.
- Faculty will continue to work on transition to outcomes in departments and cross departmental groups. Methods of evaluating outcomes should be explored.
- Community should be kept aware of progress, and continued "educational" programs and articles should occur.
- Begin to develop "alternative" school structure, extended day, extended year, block scheduling, etc.

96-97

- Research graduation requirement modifications and present to the Board, staff, students and community.
- Pilot programs should be enlarged to include more students and faculty.
- "Alternative" school structures plans should be solidified and prepared for trial implementation on a small scale the following year.
- Use institute time to train faculty in "alternative" teaching methods to promote O.B.E.
- Continue to keep community informed on our progress and give "hints" on where we are headed with our programs.

The Framework

1. Analysis of Existing Conditions

- A statistical profile of all students in the school is maintained which includes secondary education indicators (e.g., attendance, graduation rate) to provide an accurate description of the school's population.
- Various groups of students with particular needs relative to learning are identified for special study of their performance data.
- Inquiry is conducted on significant needs of the students and the characteristics of the school's community which impact on student learning.

2. Learning Outcomes, Standards and Expectations

- Comprehensive learning outcomes are established for the State Goals for Learning in all Fundamental Learning Areas for at least two grades in schools with eight grades and at least one grade for schools with fewer than eight grades.

- Learning outcomes address the State Goals for Learning, are broader than classroom objectives, probe the range and depth of thinking skills appropriate to the State Goal(s) for Learning, and are amenable to assessment. Learning outcomes may integrate Fundamental Learning Areas when appropriate. Learning outcomes may relate to problems and tasks students encounter beyond the classroom.
- The school's curriculum (planning, instruction and student evaluation) is aligned with learning outcomes.
- In conjunction with developing learning outcomes, the school sets standards which (1) define what a student must know and be able to do to achieve each learning outcome and (2) identify the criteria used to determine that a standard has been met. Standards set for all learning outcomes use a variety of assessment instruments and procedures to address the scope, content and specificity of the learning outcomes.

- Expectations, i.e., the percent of students expected to attain each standard, are established for all learning outcomes. Expectations, based on previous performance data, state an appropriate target for the coming year for a student group.

3. *Assessment Systems*

- Assessment instruments and procedures are developed or selected to measure the extent to which students are achieving learning outcomes.
- A sufficient number of appropriate assessment instruments and procedures adequately document progress toward the achievement of learning outcomes. The assessment system should include both knowledge and performance tasks, thus utilizing forced-choice and complex generated response assessments.
- Instruments must meet technical requirements. Therefore, procedures are in place to review all results.
- It is verified and documented that all instruments and procedures are reliable and nondiscriminatory, producing consistent and accurate information over time.
- It is also verified and documented that instruments and procedures used to gather school-wide information are administered, scored, and interpreted in a uniform manner for all students evaluated.

4. *Analysis of Student Performance Data*

- Results are collected from a variety of assessment instruments and procedures for each standard and are analyzed to determine the percentage of students who achieved the learning outcomes (met standards) for the total population and for groups identified for special study.
- These results are maintained to develop a historical data set on student achievement.
- Criteria are established for determining strengths and weaknesses in student performance.

5. *Evaluation of Student Performance and the Instructional Program*

- Based on historical data, a case is made for how the instructional program of the school has effected improvement in student performance in achieving learning outcomes over time. This requires a study of both the aggregated data and disaggregated data for special groups, considering the performance of all students.
- Personnel evaluate the instructional programs or procedures, identifying probable factors which contributed to limitations in performance for the total population and for special study.

6. *Reviewing Expectations and Implementing Activities to Increase Student Performance*

- Information gained in the evaluation of student performance and the instructional program is used to (1) review expectations and (2) design improvement activities so that student performance in achieving learning outcomes continually improves.
- Revised expectations and decisions on the curricular and instructional changes planned to increase the performance of students are based on previous performance results.
- Special attention is given to those students who are not meeting the standards, and a plan is constructed to address the identified needs of these students.
- Plans are in place to improve student attendance and/or the climate of the school.

7. *Reporting to the Public*

- Communication is maintained on a regular basis with the school board, parents and the local media regarding how all students are being served and the extent to which students meet standards for learning outcomes.
- Timetables are established for releasing information to audiences.
- Procedures are in place to help audiences interpret and understand information on student achievement.

The Illinois State Goals for Learning

Language Arts

The skills and knowledge of the language arts are essential for student success in virtually all areas of the curriculum. They are also a central requirement for the development of clear expression and critical thinking. The language arts include the study of literature and the development of skills in reading, writing, speaking, and listening.

As a result of their schooling, students will be able to:

- read, comprehend, interpret, evaluate and use written material;
- listen critically and analytically;
- write standard English in a grammatical, well-organized and coherent manner for a variety of purposes;
- use spoken language effectively in formal and informal situations to communicate ideas and information and to ask and answer questions;
- understand the various forms of significant literature representative of different cultures, eras and ideas;
- understand how and why language functions and evolves.

Mathematics

Mathematics provides essential problem-solving tools applicable to a range of scientific disciplines, business, and everyday situations. Mathematics is the language of quantification and logic; its elements are symbols, structures, and shapes. It enables people to understand and use facts, definitions, and symbols in a coherent and systematic way in order to reason deductively and to solve problems.

As a result of their schooling, students will be able to:

- perform the computations of addition, subtraction, multiplication, and division using whole numbers, integers, fractions and decimals;
- understand and use ratios and percentages;
- make and use measurements, including those of area and volume;
- identify, analyze and solve problems using algebraic equations, inequalities, functions and their graphs;
- understand and apply geometric concepts and relations in a variety of forms;
- understand and use methods of data collection and analysis, including tables, charts and comparisons;
- use mathematical skills to estimate, approximate and predict outcomes and to judge reasonableness of results.

Physical Development and Health

Effective human functioning depends upon optimum physical development and health. Education for physical development and health provides students with the knowledge and attitudes to achieve healthful living throughout their lives and to acquire physical fitness, coordination and leisure skills.

As a result of their schooling, students will be able to:

- understand the physical development, structure and functions of the human body;
- understand principles of nutrition, exercise, efficient management of emotional stress, positive self-concept development, drug use and abuse, and the prevention and treatment of illness;
- understand consumer health and safety, including environmental health;
- demonstrate basic skills and physical fitness necessary to participate in a variety of conditioning exercises or leisure activities such as sports and dance;
- plan a personal physical fitness and health program;
- perform a variety of complex motor activities;
- demonstrate a variety of basic life-saving activities.

Biological and Physical Sciences

Science is the quest for objective truth. It provides a conceptual framework for the understanding of natural phenomena and their causes and effects. The purposes of the study of science are to develop students who are scientifically literate, recognize that science is not value-free, are capable of making ethical judgments regarding science and social issues, and understand that technological growth is an outcome of the scientific enterprise.

As a result of their schooling, students will have a working knowledge of:

- the concepts and basic vocabulary of biological, physical and environmental sciences and their application to life and work in contemporary technological society;
- the social and environmental implications and limitations of technological development;
- the principles of scientific research and their application in simple research projects;
- the processes, techniques, methods, equipment and available technology of science.

Social Sciences

Social sciences provide students with an understanding of themselves and of society, prepare them for citizenship in a democracy, and give them the basics for understanding the complexity of the world community. Study of the humanities, of which social sciences are a part, is necessary in order to preserve the values of human dignity, justice, and representative processes. Social sciences include anthropology, economics, geography, government, history, philosophy, political science, psychology and sociology.

As a result of their schooling, students will be able to:

- understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;
- understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;
- demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;
- demonstrate a knowledge of world geography with emphasis on that of the United States;
- apply the skills and knowledge gained in the social sciences to decision making in life situations.

Fine Arts

The fine arts give students the means to express themselves creatively and to respond to the artistic expression of others. As a record of human experience, the fine arts provide distinctive ways of understanding society, history and nature. The study of fine arts includes visual art, music, drama and dance.

As a result of their schooling, students will be able to:

- understand the principal sensory, formal, technical and expressive qualities of each of the arts;
- identify processes and tools required to produce visual art, music, drama and dance;
- demonstrate the basic skills necessary to participate in the creation and/or performance of one of the arts;
- identify significant works in the arts from major historical periods and how they reflect societies, cultures and civilizations, past and present;
- describe the unique characteristics of each of the arts.

APPENDIX D
OUTCOME DRAFTS

COMMUNITY ROLE

A CARING COMMUNITY MEMBER AND AN INFORMED AND INVOLVED CITIZEN WHO:

- Understands, is aware of, and participates in governmental and non-governmental structures and processes
- Is aware of one's roles and responsibilities in the community
- Fosters supportive relationships for diversification within the community
- Respects laws and regulations
- Is empowered to become involved in community service
- Understands the relationship between past and present conditions to make informed decisions about the future
- Works effectively independently and/or cooperatively within the community to attain desired goals
- Actively promotes good citizenship (District Core Expectations)

CULTURAL/RECREATIONAL ROLE

AN INVOLVED, APPRECIATIVE, WELL-INFORMED
PARTICIPANT WHO:

- . Pursues a healthy lifestyle
 - Physical
 - Mental
 - Emotional
- . Balances productive work and healthy leisure activities
- . Honors cultural diversity
 - Tradition
 - Heritage
- . Engages in the creative Arts
 - Expresses self imaginatively through the Arts
 - Critiques various artistic forms

ECONOMIC/WORK ROLE

QUALITY PRODUCER WHO:

- Recognizes their role as a productive team member and accepts their responsibility in that role
- Communicates effectively in all forums both orally and written
- Solves problems, implements solutions and evaluates results
- Gets and achieves goals, takes and follows directions, understands and uses technology
- Recognizes cause and effect
- Exhibits acceptable work ethic (Core expectations)
- Develops life-long learning characteristics which include:
 - works independently, sees whole picture, is flexible, is assertive and has ability to work in uncertainty
- Evaluates the environmental and social impact of economic decisions

GLOBAL ROLE

A CITIZEN OF THE WORLD WHO:

- . Promotes human rights
- . Recognizes and respects the contributions made by various ethnic, religious and cultural groups
- . Initiates involvement in service to humanity
- . Commits to personal involvement in the care of the global environment
- . Communicates effectively across cultural boundaries
- . Analyzes and participates in the world's economic, political and social structures
- . Pursues solutions to conflict both globally and locally in non-violent ways

INTERPERSONAL ROLE

A CARING PERSON WHO:

- Accepts and respects self and others
- Interacts and exhibits universal, ethical values
- Collaborates with empathy, flexibility, and trust as a partner, friend, casual acquaintance, and team member
- Uses effective leadership and group skills to develop and manage interpersonal relationships
- Creates a balanced life by managing interpersonal relationships in order to satisfy emotional, physical, spiritual, and social needs
- Applies appropriate positive responses to conflicts and challenging situations
- Communicates verbally and non-verbally by listening and responding in a positive manner

LEARNING ROLE

A MOTIVATED LIFELONG LEARNER IS ONE WHO:

- . Builds and expands his knowledge base
- . Identifies what information is desired and needed
- . Applies appropriate learning strategies to gather information from appropriate resources and life experiences
- . Critically analyzes and synthesizes information
- . Applies information to new situations on his own
- . Acts responsibly, creatively and independently
- . Evaluates, assesses and adjusts performance for self improvement

PERSONAL ROLE

A SELF-SUFFICIENT PERSON WHO POSSESSES THE PERSONAL SKILLS TO:

- . Evaluate intellectual and emotional competencies which develop positive self-esteem
- . Apply a variety of techniques to identify, analyze and solve problems
- . Plan, pursue, and integrate quality into all life endeavors (home, work, school, leisure)
- . Create a set of personal goals which allows for diversity and change (coping skills)
- . Design a plan for a healthy lifestyle
- . Evaluate own strengths; recognize others strengths and limitations

COMMUNITY ROLE

A CARING INFORMED AND INVOLVED CITIZEN WHO:

- Participates in governmental and non-governmental structures and processes with understanding and awareness (*This outcome is essentially the same in draft III, Community outcome #1, but understanding and awareness was moved to the front for the sake of parallelism*).
- Assesses and accepts one's roles and responsibilities in the community (*This outcome is essentially the same in draft III, Community outcome #3, with the verbs changed from "assesses" and "accepts" to "evaluates" for the sake of measurability*).
- Fosters supportive relationships for diversity within the community (*This outcome is covered in draft III, Global outcome #2*).
- Respect for law and the democratic process (*This outcome became part of Community outcome #1, draft III. It was felt that in order to meet outcome #1, draft III, a learner must respect the law and the democratic process*).
- Is empowered to become involved in community service (*This outcome was viewed as falling under Community outcome #2, draft III. Action verb was*

added for the sake of parallelism).

- Analyzes the relationship between past and present conditions to make informed decisions about the future (*This outcome stayed the same: Community outcome #3, draft III*).
- Works effectively independently and/or cooperatively within the community to attain desired goals (*This outcome was viewed as being covered both by Community outcomes #1 & #2, in draft III*).
- Actively learns and promotes good citizenship (District Core Expectations) (*This outcome stayed essentially the same between draft II and draft III. "District Core Expectations" was eliminated for the sake of parallelism and measurability, as with most of the outcomes, it is assumed these core expectations play a major role in the student demonstration of these outcomes*).

CULTURAL/RECREATIONAL ROLE

AN INFORMED PARTICIPANT WHO:

- . Combines work and leisure activities in pursuit of a healthy lifestyle (physical, mental, emotional) (*This outcome stayed the same between drafts II & III, with the exception of word order for the sake of parallelism and clarity*)
- . Respects cultural diversity (tradition, heritage) (*This outcome is covered in Global outcome #1 & #3, draft III.*)
- . Engages in and critiques various artistic forms (*The essence of this outcome is contained in Cultural/Rec. outcome # 2, draft III. Additional wording was added to enhance clarity and increase scope*)

ECONOMIC/WORK ROLE

A RESPONSIBLE CONSUMER/QUALITY PRODUCER WHO:

- Participates as a productive team member and accepts responsibility in that role (*This outcome stayed essentially the same between draft II and draft III. The second part of this outcome was dropped because it was viewed as redundant. Econ./Work outcome #1, draft III*).
- Communicates effectively (e.g. orally, written, etc.) (*Again, this outcome stayed essentially the same between drafts. The implied parenthetical information was dropped. Econ./Work outcome #2*).
- Identifies problems, implements solutions, evaluates results and refines solution (*This outcome stayed the same. Econ./Work outcome #3*).
- Applies the technology necessary to the workplace (*This outcome was covered in draft III, Learning outcome #3. It was felt that using technology effectively was more encompassing in the learning outcome*).
- Sets and achieves goals (*This outcome is covered in Personal outcome # 2, draft III, along with Econ./Work outcome #3, draft III*).

- Develop lifelong learning skills (*This outcome is covered by Learning outcomes #1 & #2, draft III. Lifelong learning skills naturally fall in the Learning sphere*).
- Evaluates the environmental and social impact of economic decisions (*This outcome essentially stayed the same from draft II to draft III. The word "personal" was added to encompass "consumer management skills" in the next outcome*).
- Develop consumer management skills (*This was moved into Econ./Work outcome #4, draft III. See previous explanation*).
- Exhibits acceptable work ethic (core expectations) non-measurable (*This outcome was eliminated because it was not measurable. It is also covered, but not directly stated, in draft III Econ./Work outcomes*).

GLOBAL ROLE

A CITIZEN OF THE WORLD WHO:

- . Promotes human rights (*This outcome stayed the same from draft II to draft III*).
- . Recognizes and respects the contributions made by various ethnic, religious and cultural groups (*Again, this outcome stayed essentially the same between drafts, with the exception of the word, "respects" which is not really measurable*).
- . Initiates involvement in service to humanity (*This outcome was viewed as being covered in the "promotes human rights" outcome. Moreover, it is covered in Community outcome #2, draft III*).
- . Commits to personal involvement in the care of the global environment (*This outcome stayed the same between drafts*).
- . Communicates effectively across cultural boundaries (*This outcome stayed essentially the same, with the exception of the verb change from "communicates" to "interacts." It was felt that "interacts" was more encompassing and measurable than "communicates," suggesting only verbal and written*).
- . Analyzes and participates in the world's economic, political and social structures (*This outcome stayed the same between drafts, with the exception of a few words. "Participates" was dropped because of a problem with requiring it as a demonstration*).
- . Pursues solutions to global and local conflict in non-violent ways (*The words "global" and "local" were dropped to make it more encompassing*).

A CARING PERSON IS ONE WHO:

- Accepts and respects self and others (*This outcome was eliminated because of redundancy: it was covered in many different life spheres including Personal and Global. This also falls under Interpersonal outcome #1 , draft III*).
- Models ethical behaviors (District core expectations) (*This outcome was eliminated because of nonmeasurability. It was also viewed as being present in all areas, but unstated*).
- Collaborates with empathy, flexibility, and trust as a family member, friend, team member and acquaintance (*This outcome is covered in Interpersonal #1, draft III*).
- Uses effective leadership and group skills to develop and maintain quality interpersonal relationships (*This outcome is covered in Interpersonal #1, draft III*).
- Creates a balanced life by managing interpersonal relationships in order to satisfy emotional, physical, spiritual and social needs (*This outcome is covered in the Personal life sphere outcomes #1,2,3,4. It was viewed as too difficult to demonstrate and measure in this area*).
- Applies appropriate responses to conflicts and challenging situations (*This outcome stayed the same, Interpersonal outcome #2, draft III*).
- Communicates verbally and non-verbally by listening, understanding and responding in a constructive manner (*This outcome became Interpersonal outcome #3, draft III. Some of the wording was eliminated to make it less redundant and more encompassing*).

A MOTIVATED LIFELONG LEARNER IS ONE WHO:

***The words "motivated" and "lifelong" were changed to "self-directed" for clarity. It was viewed that both the original words were qualities of "self-directedness."*

- . Builds and expands a personal knowledge base (*This outcome stayed the same between drafts with the exception of the word "personal." The word "core" was viewed as more appropriate*).
- . Identifies what information is desired or needed (*This outcome is covered in Learning outcome #2, draft III.*)
- . Applies appropriate learning techniques to gather information from necessary resources and life experiences (*This outcome stayed the same between draft II and draft III*).
- . Effectively uses technologies (*This outcome stayed the same with the exception of word order for the sake of parallelism*).
- . Critically analyzes, processes and applies information to new situations (*This outcome stayed essentially the same with the exception of the words "critically" and "processes." The word "critically" was viewed as redundant when paired with "analyzes," and "synthesizes" was viewed as more precise than "processes."*).
- . Evaluates, assesses and adjusts performance for self-improvement (*The word "assesses" was dropped from this outcome in draft III because of redundancy*).

A SELF-SUFFICIENT PERSON WHO:

- . Evaluate own strengths and areas that need further development (*This outcome stayed the same between draft II and draft III*).
- . Create a set of personal goals which allow for diversity and change (coping skills) (*This outcome was shortened in draft III, Personal outcome #3, which begins with the word verb "sets" and adds the verb "pursues." The words "diversity" and "change" were dropped. "Diversity" is covered in a number of life spheres (Global, Community) and "change" gets covered in Personal outcome #3, draft III*). ***We feel the need for a qualifying word in front of "personal," but could not decide on one (i.e. Quality, Healthy, Realistic, etc.). See Personal outcome #2, draft III).
- . Design and implement a plan for a healthy physical and mental lifestyle (*This outcome is covered in Cultural/Rec. outcome #1, draft III*).
- . Plan, pursue and integrate quality into all life endeavors (home, work, school, leisure) (*The measurability of this outcome is questionable, especially with a relative term like "quality." The action verb "pursues" was moved to Personal outcome #2, draft III*).
- . Develop intellectual and emotional competencies which promote positive self-esteem (*This outcome was shortened, dropping the term of "self-esteem." This area is very difficult, if not impossible, to measure*).
- . Apply a variety of techniques to identify, analyze and solve problems (*This outcome is covered in Learning outcomes #2 & #4, draft III*).

HIGH SCHOOL DISTRICT DISTRICT EXIT OUTCOMES

AN INFORMED, INVOLVED CITIZEN WHO:

- Understands and participates in governmental and non-governmental structures and processes
- Evaluates community roles and accepts responsibilities
- Analyzes the relationship between past and present conditions to make informed decisions about the future
- Actively learns about and models good citizenship

AN INFORMED PARTICIPANT WHO:

- Combines work and leisure activities in pursuit of a healthy physical, mental, and emotional lifestyle
- Understands and critiques the principle sensory, formal, technical, and expressive qualities of each of the arts

A RESPONSIBLE CONSUMER AND QUALITY PRODUCER WHO:

- Participates as a productive team member
- Communicates effectively
- Identifies problems, implements solutions, evaluates results, and refines solutions
- Evaluates the environmental, social, and personal impact of economic decisions

A CITIZEN OF THE WORLD WHO:

- Promotes human rights
- Recognizes the contributions made by various ethnic, religious, and cultural groups
- Commits to personal involvement in the care of the global environment
- Interacts effectively across cultural boundaries

- Analyzes the similarities and differences among the world's economic, political, and social structures

- Pursues solutions to conflict in nonviolent ways

A CARING PERSON WHO:

- Uses effective leadership and group skills to develop and maintain positive relationships

- Applies appropriate responses to conflicts and challenging situations

- Communicates and responds in a constructive manner

A SELF-DIRECTED LEARNER WHO:

- Builds and expands upon a core knowledge base

- Applies appropriate learning techniques to define a problem and gather information from necessary resources and life experiences

- Uses technology effectively

- Analyzes, synthesizes, and applies information to new situations

- Evaluates and adjusts performance for improvement

A SELF-SUFFICIENT PERSON WHO:

- Evaluates personal strengths and identifies areas for improvement

- Sets and pursues appropriate personal goals

- Recognizes and adapts to change

- Develops intellectual and emotional competencies

High School District Exit Outcomes

Before graduating, each student in District will demonstrate that he or she is:

A SELF-DIRECTED LEARNER WHO:

- Builds and expands upon a core knowledge base.
- Applies learning techniques to define a problem and gather information from necessary resources and life experiences.
- Analyzes, synthesizes, and applies information to new situations.

AN EFFECTIVE COMMUNICATOR WHO:

- Conveys significant information to others through a variety of media.
- Receives, interprets, and uses information from others.
- Uses technology.

AN INVOLVED COMMUNITY CONTRIBUTOR WHO:

- Analyzes and participates in community structures and processes.
- Works cooperatively in a culturally diverse setting.
- Recognizes the contributions by various ethnic, religious, and cultural groups.
- Identifies nonviolent solutions to conflict.

A RESPONSIBLE CONSUMER AND QUALITY PRODUCER WHO:

- Evaluates the environmental, social, and personal impact of economic decisions.
- Analyzes performance and adjusts for improvement.
- Evaluates the impact of work and leisure activities on physical, mental, and emotional development.

In addition to demonstrating the Exit Outcomes, each student will be encouraged to be:

A CARING PERSON WHO:

- Uses effective leadership and group skills to develop and maintain positive relationships
- Models ethical behaviors and loyalty
- Accepts and respects self, others and the environment
- Keeps promises and fulfills commitments
- Communicates openly, honestly and sincerely
- Promotes human rights

A SELF-SUFFICIENT PERSON WHO:

- Initiates and achieves appropriate personal goals
- Recognizes and adapts to change
- Develops intellectual and emotional competencies to enhance self-esteem
- Designs and implements a plan for a healthy physical and mental lifestyle

HIGH SCHOOL DISTRICT EXIT OUTCOMES AND EXPECTATIONS

OUTCOMES

Before graduating, each student in District will demonstrate that he or she is:

A SELF-DIRECTED LEARNER WHO:

- Builds and expands upon a core knowledge base*.
- Applies learning techniques to define a problem and gather information from necessary resources and life experiences.
- Analyzes, synthesizes and applies information to new situations.

AN EFFECTIVE COMMUNICATOR WHO:

- Conveys information to others through a variety of media.
- Receives, interprets and uses information from others.
- Uses technology.

AN INVOLVED CONTRIBUTOR WHO:

- Analyzes and participates in community structures and processes.
- Works cooperatively in a variety of settings.
- Recognizes the contributions by various ethnic, religious and cultural groups.
- Identifies nonviolent solutions to conflict.

A RESPONSIBLE CONSUMER AND QUALITY PRODUCER WHO:

- Evaluates the environmental, social and personal impact of economic decisions.
- Analyzes performance and adjusts for improvement.
- Evaluates the impact of work and leisure activities on physical, mental and emotional development.

EXPECTATIONS

In addition to demonstrating the Exit Outcomes, each student will be encouraged to be:

A CARING PERSON WHO:

- Uses effective leadership and group skills to develop and maintain positive relationships at home or at work.
- Models citizenship, ethical behaviors and loyalty.
- Accepts and respects self, others and the environment.
- Keeps promises and fulfills commitments.
- Communicates openly, honestly and sincerely.
- Promotes human rights.

A SELF-SUFFICIENT PERSON WHO:

- Initiates and achieves appropriate personal goals.
- Recognizes and adapts to change.
- Develops intellectual and emotional competencies to enhance self-esteem.
- Plans for a healthy physical and mental lifestyle.

**Defined in Glossary.*

APPENDIX E
WORKSHOP FEEDBACK/DISSEMINATION

GLOSSARY OF TERMS

TERMS RELATED TO DISTRICT EXIT OUTCOMES AND EXPECTATIONS

This list of terms and definitions has been formulated for the staff and community to help clarify the District exit outcomes and expectations.

TERM	DEFINITION
CORE KNOWLEDGE BASE	Fundamental information and skills needed in the content areas (language arts, mathematics, physical development and health, biological and physical sciences, social sciences and fine arts).
LEARNING TECHNIQUES	Methods a learner use such as problem solving, research skills, communication skills.
MEDIA	Means of communication such as, oral, written, and visual expression.
COMMUNITY	Group of people working toward common goals such as classroom, school, local, national or world concerns.
STRUCTURES AND PROCESSES	Formal and informal organizations and groups supporting the community.
RECOGNIZE	To know or identify.
OTHER RELATED TERMS	DEFINITION
ENABLING OUTCOMES	Essential knowledge and skills upon which exit outcomes are achieved.
EXIT OUTCOMES	Standards which define what a student must know and be able to do.
STATE GOALS FOR LEARNING	Specific State of Illinois enabling outcomes for student achievement. <i>The State Goals for Learning are included in the District Core Knowledge Base.</i>
DISTRICT 88 EXPECTATIONS	While these qualities are essential elements of the educational process, they are recorded for informational purposes only. They are <u>not</u> measured or quantified and are <u>not</u> required for graduation.

District VISION

We envision that District will be a safe, trusting and collaborative environment that develops lifelong, self-directed learners. We believe that all students can learn and achieve success in a technologically advanced global society. Since education is a dynamic process, we will provide a structure which responds to change.

District MISSION

The District Learning Community will ensure that all graduates will have the skills and knowledge to achieve success in a changing society.

EXIT OUTCOMES

Before graduating, each student in District will demonstrate that he or she is:

A self-directed learner who:

- Builds and expands upon a core knowledge base*.
- Applies learning techniques* to define a problem and gather information from necessary resources and life experiences.
- Analyzes, synthesizes and applies information to new situations.

An effective communicator who:

- Conveys information to others through a variety of media.
- Receives, interprets and uses information from others.
- Uses technology.

An involved contributor who:

- Analyzes and participates in community* structures and processes.
- Works cooperatively in a variety of settings.
- Recognizes the contributions by various ethnic, religious and cultural groups.
- Identifies nonviolent solutions to conflict.

A responsible consumer and quality producer who:

- Evaluates the environmental, social and personal impact of economic decisions.
- Analyzes performance and adjusts for improvement.
- Evaluates the impact of work and leisure activities on physical, mental and emotional development.

EXPECTATIONS

In addition to demonstrating the Exit Outcomes, each student will be encouraged to be:

A caring person who:

- Uses effective leadership and group skills to develop and maintain positive relationships at home or at work.
- Models citizenship, ethical behaviors and loyalty.
- Accepts and respects self, others and the environment.
- Keeps promises and fulfills commitments.
- Communicates openly, honestly and sincerely.
- Promotes human rights.

A self-sufficient person who:

- Initiates and achieves appropriate personal goals.
- Recognizes and adapts to change.
- Develops intellectual and emotional competencies to enhance self-esteem.
- Plans for a healthy physical and mental lifestyle.

While these qualities are essential elements of the educational process, they are not measured or quantified, and are not required for graduation.

NOTES: * Core knowledge base: fundamental information and skills needed in language arts, mathematics, physical development and health, biological and physical sciences, social sciences, fine arts.
* Learning techniques: problem solving, research skills, communication skills, and other processes.
* Community: a group of people working toward common goals (family, classroom, school, local / national/world entities).

Inservice Group Response Chart #3

Group # 9

Facilitators: M. Welch, T. Kaufman, R. Sejnost

1. What are the implications for our schools, district, community?

The implications are:

- a. The schools will have to have enhanced communication with parents which will most probably travel along different avenues than they do now.
- b. Parents and community members are going to have to become more involved in the schools than they are now. The "walls" of our schools will have to expand to include the family home and community places of work.
- c. Departments within the school will have to become more communicative with each other than they presently are. The old high school concept of departmental turf will have to change!
- d. The time structure of the school day/week/year will have to be altered.
- e. The high school career of four years and the concepts of freshman, sophomore, junior and senior for students will have to be altered.
- f. Class size may have to become smaller? More flexible?
- g. Teachers may need more or at least more flexible planning/ coordinating time.
- h. Will it become the school's responsibility to educate parents who lack literacy skills? Values? How do we do this? Who pays?
- i. What facilities will we have available for students who can't fit in either from a disciplinary or an academic standpoint?
- j. What staffing implications does all this have? Will we need more teachers, support staff, etc. if we need to remediate students or give them a longer opportunity to learn?
- i. We may have to take a greater role in teaching values.

HIGH SCHOOL DISTRICT
FACULTY INSERVICE JANUARY 13, 1994
SUMMARY OF DISCUSSIONS

Future shifts and trends

Relevant to public education/District

- general, all with others related
- technology
- knowledge explosion
- rate of change (learning to learn, being adaptable)
- human right; environment; family structure
- vacuum of family puts more responsibility on schools
- world - instant worldwide communication; new world order - to changing world alliances
- our district is doing a great job on outcomes in perspective of college bound; a poor job with others
- there is too great a disparity of the haves and have-nots
- too dangerous to teach a trend or change - we should teach well-rounded students that can cope with change
- change is happening so quickly that career changes will be almost inevitable
- articulation within departments (interdisciplinary courses) needed
- polarization of the ends of the economic spectrum - shrinking of the middle class
- shifting from a manufacturing to a service economy in the USA

Less significant to education -

- competition through cooperation
- distribution of wealth
- new world order
- restructuring organizations
- aging of population
- national debt
- all trends affect education in some way, whether large or small
- new political entities in the world

Trends that need to be added -

- conflict resolution
- communications speed/brevity, important and relevant to all
- home schooling
- societal violence - increase in violence particularly in adolescents
- development of the individual
- education for employment
- decline of melting pot
- leisure trends
- more liberal arts instruction so students will be prepared to read, write, and think

What do our graduates need to know -

- teamwork
- conflict resolution
- decision making
- be more open-minded in regards to other cultures, religions, social customs
- need a background in history
- use term multi-cultural education, not "minorities"
- deal with current family structures
- grade school is where it all needs to start
- basic skills and facts need to be learned
- effective communicators
- learn to be life long learners
- tolerance for diversity
- need to have a pulse on reality in fields
- learn the importance of knowledge
- develop use of analytical skills
- learn to access information
- be interactive learners
- civic and world responsibility
- learn a better work ethic
- knowledge basis of basic elements such as "3 R's"
- proper nutrition and mental and physical fitness
- learn their role in preserving and developing the concept of a beautiful world

What our graduates need to be able to do -

- "think on their feet"
- problem solve
- "learn to learn"; be a process learner
- be highly literate in fields of technology
- be accountable for learning
- better coping skills
- live a safe, productive, rewarding life
- handle leisure time
- know the value of curiosity
- have self-worth
- value others regardless of diversity - value their intrinsic worth
- strive for quality
- how to access knowledge
- effectively communicate

What do our graduates need to be like -

- acceptance of diversity
- respect for authority
- social skills
- standards of quality must be set
- positive outlook
- improve work ethic
- become world citizens
- balance of freedom and responsibility
- be able to handle change and adapt
- understand different types of the arts
- be perceptive and shrewd self-learners who can problem solve, think critically
- understand ethics and moral humanistic behavior
- have a set of "acceptable values"
- be "culturally sensitive"
- have a spirit of cooperation - work efficiently with others
- do not ignore the student's affective side - teach good literature, music and art

Reflecting on what our graduates will need to know, be able to do, and be likeWhat the implications are for our schools, district and community -

- many changes in careers
- interpersonal relationships needed
- create a functional "school family" for each unsuccessful student (support staff - deans, psychologist, tutors)
- increase staff rather than increase technology
- maximize opportunities for all students - disabled or productive
- schools must have enhanced communication with parents
- have parents become more involved with schools
- departments within the schools need to become more communicative with each other
- time structure of day/week/year will have to be altered
- high school career of four years and concepts of freshman, sophomore, junior, senior for students will have to be altered
- class size may have to be smaller; more flexible
- teachers may need more flexible planning/ coordinating time
- facilities for students who cannot fit in due to disciplinary or academic reasons
- schools may have to take a greater role in teaching values
- make a total commitment to the proper nurturing and educating of youth
- as educators and parents, we must treat our most valuable asset (the students), as if they were valuable

- we need lots of money to provide new technology
- more student accountability for outcomes
- teacher qualifications should include training in cultural diversity and a broader teaching base - in staff hiring examine hiring decisions - seek flexible and well-rounded candidates
- educate parents - provide opportunities for parents to learn parenting skill
- need to look at role of college - do we need to send so many students to college
- rethink how we evaluate - students should be able to assess
- change content orientation
- outcomes: measurable, accessible
- incentive for students to master curriculum and move on
- teach modules (4 weeks) instead of semester
- get rid of repetitiveness
- rethinking of how administration supports staff - i.e. grading and acceptance of large numbers of failing students
- handling failures/incompletes
- expectations may drop out of practicality to eliminate incompletes
- removal of normal time restraints
- technology impacting on the educator
- teachers as role models
- not all students will receive diplomas
- may need grading system changes
- need for summer school expansion
- more record keeping and documentation
- review assessment process
- employ staff with a greater cultural diversity and a more comprehensive preparation to teach
- colleges will not accept students from an OBE high school - we will be putting our students at a disadvantage
- coordinating teams of teachers to teach subjects together would disrupt the whole system

HIGH SCHOOL DISTRICT
JANUARY 13, 1994
INSERVICE ACTIVITY EVALUATION

222

RESPONSES

51 responses were received from
responded to by all participants.

totals vary because all questions were not

1. The inservice activities were
focused, well planned and
well executed.

11 responses rated this with a 5 (strongly agree)
14 responses rated this with a 4
19 responses rated this with a 3
4 responses rated this with a 2
1 response rated this with a 1 (strongly disagree)

average response - 3.61

2. The inservice activities
were profitable and helped
me understand the outcomes
planning process the district
has begun.

4 responses rated this with a 5 (strongly agree)
12 responses rated this with a 4
18 responses rated this with a 3
9 responses rated this with a 2
4 responses rated this with a 1 (strongly disagree)

average response - 3.06

3. I feel that the faculty's
ideas expressed during the
session were well received
and are reflected in the
Summary Report.

12 responses rated this with a 5 (strongly agree)
23 responses rated this with a 4
10 responses rated this with a 3
2 responses rated this with a 2
0 responses rated this with a 1 (strongly disagree)

average response - 3.95

January 13, 1994 Inservice Activity Evaluation

4. I feel this format was a good way to discuss important district topics and should be used again.

13 responses rated this with a 5 (strongly agree)

30 responses rated this with a 4

14 responses rated this with a 3

average response - 3.86

2 responses rated this with a 2

1 response rated this with a 1 (strongly disagree)

5. Comments and suggestions for improvement.

The hasty conversion of a "short schedule" day to a half day institute suggests that the administration was not truly interested in involving teachers, merely informing them.

I understand the process all right, but I'm not sure I'm convinced of the merits of OBE to begin with. Why did the District begin the planning process without discussing it fully with the entire teaching staff first?

We were discussing the ideas about something that is apparently a fait accompli. (referring to #3)

Omigod! Do you mean the administration plans to steal more teaching time to pursue this kind of ephemera? (referring to #4)

To use a hastily rescheduled half-day institute (with 15 minute classes!) to discuss ways to improve our instructional program makes no sense to me. Why does our district persist in reducing learning time (for every imaginable reason and often on short notice) while announcing to the community that we are raising our expectations? Teachers certainly can't answer this question; can our administrators?

We need "real" people in "real" districts who have "really" used OBE to come talk and share their plans with us. We need to see something concrete. No more speakers (like in October) who tell us we can do anything we want. Some direction! Then, we can base our OBE on something concrete and modify it. Starting from scratch is frustrating! It's also a waste of time since there are schools out there who have plans we can see. How much money have we wasted on these unproductive meetings!

Open sessions to public not selected groups for CAC.

Have several sessions during better weather.

High School District

M E M O R A N D U M

DATE: January 14, 1994

TO:

FROM:

RE: OBE In-Service

Following are "concerns" which were expressed by staff members in "Group 9" (facilitated by M. Welch, T. Kaufman, R. Sejnost) during our break-out session of the January 13 O.B.E. in-service:

- This process (OBE) does not seem top-down, but the majority of changes made in the district are top-down.
- To make this process work, every teacher will need a telephone in their classroom to contact parents, etc.
- Will the faculty and staff be patient and persistent enough to stick with this process if goals are not met immediately?
- There are administrators at . . . who get upset about too many failing grades now--how will they react to incompletes or failures under the new system?
- In order to allow every student to succeed, will we have to lower our standards so much that we do a disservice to students?
- Some kids may never graduate--there are some really good kids who just "can't get it".
- When we teach "values", we will upset a lot of people.
- Will class size be lowered to allow teachers to do remediation, etc. necessary under this system.
- Values to be taught may be difficult to agree on due to strong differences in culture.
- The shifts and trends seem to be so general that nobody could disagree with them. Will the outcomes be so general that they don't mean anything?
- Where do "pure academic courses" fit into this process? Sometimes we need to read Shakespeare, etc. simply because it's a great work.

MJWcw

cc:

**HIGH SCHOOL DISTRICT
JANUARY 13, 1994
INSERVICE ACTIVITY EVALUATION**

225

64 responses were received from
responded to by all participants.

· totals vary because all the questions were not

1. The inservice activities were
focused, well planned and
well executed.

17 responses rated this with a 5 (strongly agree)
25 responses rated this with a 4
15 responses rated this with a 3
4 responses rated this with a 2
3 responses rated this with a 1 (strongly disagree)

average response - 3.76

2. The inservice activities
were profitable and helped
me understand the outcomes
planning process the district
has begun.

10 responses rated this with a 5 (strongly agree)
16 responses rated this with a 4
22 responses rated this with a 3
8 responses rated this with a 2
7 responses rated this with a 1 (strongly disagree)
1 response rated this NA

average response - 3.17

3. I feel that the faculty's
ideas expressed during the
session were well received
and are reflected in the
Summary Report.

17 responses rated this with a 5 (strongly agree)
27 responses rated this with a 4
13 responses rated this with a 3
4 responses rated this with a 2
1 response rated this with a 1 (strongly disagree)

average response - 3.88

**HIGH SCHOOL DISTRICT
FEBRUARY 11 AND 12, 1994
STRATEGIC PLANNING WORKSHOP EVALUATION**

STAFF COMMENTS

Comments and suggestions for improvement.

- I liked the time frame - Friday night and Saturday gave us time to reflect and to react.
- Parents and students should have been better informed about how this workshop fits into the state objectives and curriculum. Sometimes the staff was too overbearing in their ideas. (Claudia Beckmann)
- Final reports to community members should be available.
Should cultural recreation be in the same bag?
- The actual writing session was too short. The opening session at the Addison Trail auditorium was fifteen minutes too long.
- Because of volunteer selection process - feel commitment was high but these ideas need to be played out to the common denominator in the community.
- Need to convene as a group to evaluate final draft.
- (Refers to #3) Don't know if they were well-received, but felt comfortable voicing my opinions.
Also, community and staff need to come back for evaluation of final draft.
- I believe we need to get together for evaluation of final draft.
- Get community interest wherever possible.
- Would have liked to see more community/student involvement.
- How were students chosen/invited? Same question for members of the community.

February 11 and 12, 1994 Strategic Planning Staff Comments

- This did not help me understand OBE. I have no idea ultimately the direction the district is taking. I think they needed to start with community input long before now. There was not a lot of community input but a lot of thought guidance. There was community input Friday night; not Saturday.
- Facilitators did a great job! Having group presentations (those rotating) was very helpful!
- I was extremely impressed with our group - they were great! I was one of the facilitators and had quite a bit of trepidation about the weekend - it was ill-founded. I think the participants were concerned, involved, and excited about the outcomes and the direction in which the outcomes and the directions in which we are headed!! Great job to all who organized this!
- All participants would like a copy of the final product.
- "Coming out party" for the final polished form of District 88 exit outcomes - group together again.
Opportunity for brainstorming implementation ideas - community involvement, etc.
- Needed more time.
- More time for questions with Schwann for community members. They used small group time to ask those questions and that shortened the time we had to discuss the issues we were supposed to discuss!
- The main positive outcome was the community/teacher/business interaction. Thanks for the opportunity.
- Make sure the staff who wasn't here receives and understands how these goals were developed.
- Continue to involve parents and students in this process.
I really enjoyed myself. (Dick R.)

... HIGH SCHOOL DISTRICT
FEBRUARY 11 AND 12, 1994
STRATEGIC PLANNING WORKSHOP EVALUATION

STUDENT COMMENTS

Comments and suggestions for improvement.

- We need to be worried more about how we are going to teach these things, not what we're going to teach.
My suggestion for improvement is...the next meeting you have should be more of the Friday 11, 1994 discussion. Each individual was able to express their feelings. Also, Saturday's discussion was more of a word game than a Life Role accomplishments.
- The workshop at Addison Trail, I believe, was more productive than at Willowbrook. This may be true because we broke down into small groups and everyone voiced their opinion. In the future, more students should be involved and given a chance to express their views, because they know what areas in the teaching process that need special attention. The focus of the workshops should be on the students. Instead of teachers and parents running the meetings it should be the students informing the adults about concerns and problems.
- Good that groups of all types were invited (student, community, teacher, etc.)
- As a student, I felt uncomfortable in participating in the group. Also, at times I felt that the adults did not respond to the students.
- Sometimes, it was difficult to understand what the adults were saying and their vocabulary. Some items were very complex for students.
- It was difficult for me, as a student to fully understand everything that was being said. If the conversations were brought down more to the high school level, the students would participate more and understand more of what's going on. I feel if this is for the students, the conversations would be made so the students can understand more. Otherwise, well done and well prepared!
- I thought it was great to have student involvement. The facilitators and faculty listened to my opinions. The only problem I had was that some of the vocabulary was too large, but after I said that I couldn't understand certain words they were changed.

February 11 and 12, 1994 Strategic Planning Student Comments

- Less time speaking - more time in groups.
- Thank you for inviting me! It was a great experience.
- I wish that more students could be able to participate - any student since I enjoyed it so much. So much more input could be given to be able to get students a happier education.
- Everything went well and it was well-organized.
- I like the 7-11 thing, but even drafts that were put in 7-11 form weren't really understandable to the ordinary person.

APPENDIX F
PERFORMANCE RUBRIC

WRITING DEVELOPMENT CHART With "key" Words

	Absent	Developing	Adequately Developed		Fully Developed	
FEATURES	1	2	3	4	5	6
FOCUS						
Degree to which main idea/theme or point of view is clear and maintained.	Unclear; absent; insufficient length to ascertain maintenance	Confusing; attempted; main point unclear or shifts	"Underpromise, overdeliver"; "overpromise, underdeliver"; infer; two or more positions without unifying statement	Bare bones; position clear; main point clear	Generally previewed	All main points are specified and maintained.
SUPPORT						
Degree to which main point/elements are elaborated and/or explained by evidence and detailed reasons.	No support; insufficient	Attempted; unrelated list	Some points elaborated; may be a list of related specifics; most are general	Some second-order elaboration; some are general	Most points elaborated	All major points elaborated with specific second-order support.
ORGANIZATION						
Degree to which logical flow of ideas and explicitness of the plan are clear and connected.	No plan; insufficient length to ascertain maintenance	Attempted; plan is noticeable	Not knowledgeable in paragraphing	Some cohesion and coherence from relating to topic; plan is clear	Most points connected; coherent; cohesive using various methods	All points connected and signaled with transitions and/or other cohesive devices.
CONVENTIONS						
Use of conventions of standard English.*	Many errors, cannot read, confused meaning; problems with sentence construction; insufficient length to ascertain maintenance	Many major errors, confusion	Some major errors, many minor; sentence construction below mastery	Developed; few major errors, some minor, meaning unimpaired; mastery of sentence construction	A few minor errors, but no more than one major error	No major errors, one or two minor errors.
INTEGRATION						
	Does not present most or all features; insufficient length	Attempts to address assignment; confusion	Partially developed; some or one feature not developed	Essentials present	Features present, but not all equal	All features evident and equally well developed.

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

11/27/94
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